

THE

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This number of the Journal is freighted with the most valuable materials. The four-page Supplement of Christmas Exercises will be found very helpful, for there is scarcely a school but will commemorate the day. We desire every reader not only to read, but "to read with his pencil in his hand," and if he has a valuable thought to send it to us.

WE say as we go on in life that men must be educated to freedom. There is a natural freedom that men are born to, and a spiritual freedom that men attain to; and often the latter is gained only by long and painful struggles. The student of history sees that men begin to associate in the patriarchal state; then the despotic form of government follows; then, as education is diffused, the idea of a republic is born.

The idea of freedom is born with men; they are pained when they find, as they grow up, that they cannot eat, drink, build, educate, marry, or travel, without asking the permission of some authority; they finally settle down to relinquish some of their liberty—enough to secure the happiness of others. They are never satisfied to have any more taken than is for the good of others. But a despotic government is not satisfied to stop there, and thus there are millions of unhappy beings, so made

to please one individual. The school-rooms of this republic afford an opportunity to show that the freedom of the individual and of the community may exist together. The problem is to let the child be as free as he can be and not interfere with the rights of others, or distract the general purposes of the assemblage. Once the freedom of the pupil was not sought; in fact, it was wholly denied. The teacher was a despot; he carried his whip in his hand, or it was hung in full view of all the school. That day has not wholly passed away yet; in various parts of the country groans and cries are daily heard by those who dwell nearest to the school-house. Houses next to school-houses, in this city, were formerly depreciated in value. It is not so now here, but we are informed it is the case in Brooklyn, Boston, and many other large cities.

It is a study of the highest importance—this of practically teaching freedom in the school-room. How shall it be done? How much freedom? Where shall the limit be? Our forefathers studied the subject of limits to individual freedom very carefully when they built up the constitution under which we live. One thing they found out pretty clearly, and that is the need of training men into freedom. So all the offices are put into the hands of the people; and although we have a good many in official positions that should not be there, they learn a good deal, and the people too learn lessons they would learn in no other way. These men that promise so much and so well, often sink into insignificance on their return to private life.

IN the school-room there should be efforts made to have every pupil retain all the rights with which he enters, provided they do not interfere with the good of others; he should in some way be made to take a part in the duties of carrying on the school. It is thus he practically learns what pupils of a school should or should not do. In one school, we are told, such efforts were made by a principal and his assistant teachers, that they could almost say the school would go on an entire day without their presence. J. Dorman Steele, one of those remarkable teachers that appear from time to time, said he was not so proud of the scholarship of his pupils as their self-governing powers. Another teacher of eminence, in New England, said he never made even a change in a program without proposing the matter to his school; nor did he fail to introduce the new pupils to the school; and if one left, kind parting words were always said. This was treating the school as though it were a club, instead of considering the pupils absolutely at the disposal of one man. Mr. Page used to like to relate the story of the first entrance into the school-room of the new teacher. He was a small man; he bustled into the room full of pupils who were talking to each other, and issued his orders like a second Napoleon, "Take your seats, all of you, and get to studying." The older pupils had hard work to conceal their merriment. This man made no appeal to the self-governing powers of the pupils; he looked on himself as the source of all order. In a district where such men had ruled, and held their places by muscular force alone, a slender young college student was employed—doubtfully; the trustee shook his head sadly when he saw the lack of physique in the new comer. Yet that man won a triumph. "I have come to teach you, my young friends," he said. "I am told there has been much whipping; I propose there shall be none. We can have a good school and all be happy if you will help. I know you will." Those who had been troublesome were set to work; and the prediction of "no whipping" was fulfilled; a better result still was, that the school at last was self-governed.

The relation between self-government and freedom is very close; if you aim at the latter you must

establish the former. In a republic like ours the school-room is the place for the future citizen to begin to study the art of government.

SHALL a state go into the business of publishing school books? Two states, California and Indiana, have done so. In the latter state a company called the Indiana School Book Company is authorized to publish school books, and a large number have been furnished to the county superintendents for distribution. But have the school children of Indiana got to use the books of this company? Any plan that shuts out competition is bad. In any school heretofore, even in the humblest log school-house, if the parents didn't like the readers of one publisher they could take those of another. Shall this right be taken away? If it is it will be contrary to all precedent, and we believe to all right. It is too late in the day to shut off competition. Perhaps Indiana will next insist on having none as teachers but those graduating from its own normal school, none but its own medical graduates to do the doctoring, and so on. Competition in school books has given us the excellent books we have; there must be competition in Indiana and California or the schools will suffer. Attempts will be made to put off on the Indiana children books that fail to give satisfaction elsewhere.

But that cannot happen under the present plan; here is an incident that shows it: Publishers of school books in New York City got out a geography, the plates costing about \$17,000. After hearing from the "advanced copies" sent out to critical teachers, the publishers decided to remodel the book, and spent over \$5,000 in that. In this shape it did not seem to satisfy and an entirely new book was prepared, the plates costing probably over \$30,000.

Two things are to be noted here: competition made it necessary to produce the best book possible; and if those publishers had not had the whole country to appeal to for support they surely could not have afforded to expend the large sum they did. In looking at this subject in a large way, it will be seen there are objections to the manufacture of school books by the state:

1. The state should not do the business of its own citizens—its publishers, booksellers, etc.
2. It should not diminish competition.
3. It should not close its school doors to men of genius who are the writers of text-books.
4. It should not put a beneficial business on a political foundation. (To-day Democrats will be issuing the readers and histories, to-morrow the Republicans.)
5. It should not waste the money of the people—for wasted it assuredly will be. (The present cost of text-books, considering the quality, shows them to be low-priced books. In California, according to inquiries we made, the text-books of that state were not cheaper to the pupils; nor were they satisfactory to the teachers.)

Of course, it will be said that this argument is paid for; that we are working in the interests of the publishers because they advertise in the JOURNAL. It is for the interest of those who advertise in the JOURNAL, and those who do not, for the doors of the Indiana and California schools to be open to competition. This 7x9 policy, of every state doing its own text-book publishing, we are opposed to; it will be worse—merely a political job.

Let the teachers be aware of underlying principles, and they will oppose it; it is their duty to do so. Let them speak their minds. We assure them, that it will not be many years before California will go back to common sense principles—unless there is money enough made to buy the votes of ignorant or corrupt members of the legislature. The text-book business is a business.

## THE POWER OF THE SCHOOL AS A COMMUNITY.

Every school is either a republic, oligarchy, or a monarchy. Under the old masters it was pretty thoroughly a monarchy; at a later period the governing power was divided among a few, but it is now becoming more and more a republic. At present it is a community, governed by its own laws, having its special standard of morals, and grades of respectability, courts of justice and punishments which it inflicts with as much impartiality as some larger states. This school state was recognized during the middle ages by the civil governments as equal in some respects to the larger state; for instance, many offences against public order were punished by university authorities with as much show of justice as the royal courts themselves. So completely was a university by itself in some instances that the state had very little to do with it, except to assist in its management whenever it became necessary. Every school is a community, from which goes out a tremendous educating power. We have often thought that this force was more powerful than all other forces combined. Let us see what it is.

It has a special code of morality. In all schools, reporting the sins of school-mates is an unpardonable offence. No greater punishment can be inflicted than to be called a "tag-tale" or a "tell-tale." It is a sin which is never either forgotten or forgiven. If a pupil has ever been guilty of reporting a school-mate's offences, without most excellent cause, he is branded ever after as a sneak and a coward. Woe to the boy who is the guilty actor! We are not discussing the morality of the act, only the fact. Many teachers have tried to abrogate this un-written law, but no one has succeeded.

Every school has its own way of looking at the teachers. This is not the same in all schools, only in its general features. There is hardly a teacher who has not had his nickname, given on account of some peculiarity. Even the best have not escaped. One very eminent professor of Greek used always to be called "Kai gar," because he always examined his pupils thoroughly concerning the use of these particles. Another in the same college went by the name of "to de," for the same reason. This was usually pronounced "toddie" much to the amazement of the sanctimonious freshmen. In the lower schools some teachers always are called "Old —" by way of contempt. Dr. Hopkins at one time used to be known as "Mark the Perfect Man." This was the nearest any of his students ever came to nicknaming him, as far as we have heard. The aspect of teachers to pupils is peculiar. Let any mature man or woman now meet the teachers of his childhood, and it will be seen how much changed the teacher has become from that ideal which his youthful fancy represented him. He is not the same person at all now as then.

In a school community, affection is of a practical sort. There is less of sentimentality among school boys and school girls than is usually imagined. In a mixed school the bond of union is far different from what it is in after years. Frequently old school cronies meet after long separation, only to find they have outgrown each others' youthful sympathy. In their young days they slept, fished, hunted, and worked together; now such intimacy would be impossible. Boy and girl love seldom ripens into mature affection, and if it does, the union is not by any means certain to be satisfactory. It would seem to be a sad fact that this is so, but it is after all a wise provision of nature, for we change as we mature.

The tone of a school community is largely influenced by the actions of teachers. While it is true that no teacher can be initiated into it, it is also true that a wise instructor will modify its character. And this is not by preaching, but actions. There is no community that hates being preached to more thoroughly than the school community. Boy preachers never preach to boy audiences, but to adults. The most popular public speakers signally fail to affect boy and girl gatherings. They listen because they are required to, but they wouldn't if they could. It takes a peculiar talent to go to the heart of a school community, and it is just the talent that older people cannot appreciate. Children like any one who can catch and reflect their own spirit. There are child men and women, and boy and girl men and women. It is the first class that children like, and the second class they dislike. Little men and little women ostracize themselves from their natural kind. The advice "Now be a little man," is wrong. It is grand to be a *real* boy, and a *real* girl, not a counterfeit little boy man, or a girl woman. *What the teacher does* is his passport into the child community.

## WHY DO THIS?

What kind of men are needed? Men head and shoulders above their fellows. We want to "level up" our schools, not level them down. Our aim has been to produce a large number of graduates as nearly on a level as possible. If a child is very smart in one direction, he has been checked, and kept working away on something in which he is dull. He is leveled down. Many addresses before associations begin with the sentence, "It is the man that makes the school." But the speaker is quite likely to go to his school-room and act as though he had said, "It is the book that makes the school." We met a young lady on the cars the other day carrying a huge bundle of books in a strap, among which was a French grammar and a French reader. Here was the conversation:

You are attending school.

Yes, sir.

What are you studying?

Algebra, geometry, history, Latin, French, chemistry, rhetoric, natural philosophy.

Can you talk Latin?

What do you mean? I never heard of any one who could talk Latin. It is a dead language.

Why do you study it?

(There was some hesitation and embarrassment, but after a while she said): I can't graduate without it. It is in the course of study.

Why do you want to graduate?

So as to get my diploma and be known as an educated lady.

Will graduation make you educated?

Of course not. I didn't say it would; it is evidence of study. A diploma is an excellent recommendation.

To this we assented, and then looking at the huge pile of books she was carrying, and noticing her pale, tired looks, we said:

Prenez-vous de l'exercice?

She looked amazed. How long have you studied French? we asked.

About two years.

Can you talk French?

Never attempted to; my teacher says we must complete the grammar first, and she thinks it is more profitable for us to read some author first.

Can your teacher speak French?

I do not know. I never heard her.

Here we reached the station nearest her school, and she bid us a hasty good-morning, and the conversation was ended. But what had we learned? Here was a school training its pupils in book learning, but omitting the very essentials of study was busying itself in cramming. In other words, it was leveling down, not up, and so not making men and women, but pedants.

GENERAL MORGAN is intending to put the Indian schools upon a purely government basis. Twenty-five grammar schools, fifty boarding-schools, and enough other schools to provide for all Indian children are to be organized at once. Industrial education is to have its place. No sectarian interference or party politics is to be allowed. The English language is the only one to be permitted in the school-rooms, and the ultimate end of all work is to be not book-learning but development of character. The Indian Bureau is to ask Congress for an appropriation sufficient to put the means of getting a good education within the reach of every Indian child of school age in the entire country. The plan, as we understand it, meets our hearty approval. If schools are separated from church influences it does not follow that the principles of morality and the Christian religion are to be ignored. An ideal system of public instruction, Indian or white, will make all of its pupils broad-minded and thoroughly reliable men and women. Such influences will be brought to bear upon the pupils as will make them in every respect Christian. In saying this, we do not mean sectarian, but something above all sects, higher than all creeds and dogmas. We hope General Morgan will be able to carry out his plans without interference from party politics or sectarian jealousy.

THE great foe of the school-room is the saloon; one deals with education, the other with alcohol. From 1873 to 1887 in France, the consumption of alcohol rose from 2.72 to 3.83 litres; the increase of crime from 172,000 to 195,000; the insanity from 87,000 to 92,000; so in Belgium, so in Italy. Norway used to be famous for its drunkards. From 1844 to 1876 the amount of alcohol used per head decreased from ten litres to four;

crime has decreased in the same ratio. Here are things the teacher must let his pupils know.

THE American Missionary Association has received from Daniel Hand \$1,000,894.25 for the education of colored people. The amount received as income from this fund for the nine months to September 30, is \$36,999.71. Gradually, it is apparent, this neglected race will rise to an educational plane. This association gives industrial training in nearly all its schools.

At Fisk University, 503 students, the young men are taught wood-working and printing; the young women, nursing, cooking, dress-making, and house-keeping.

At Talladega, 427 students, the young men learn farming, carpentry, painting, glazing, tinning, blacksmithing, and printing; the young women, cooking, housekeeping, plain sewing, and other needlework.

At Tougaloo, 843 students, the young men learn farming, carpentry, blacksmithing, wheelwrighting, painting, turning, and tinning; the young women, sewing, dress-making, cooking, and housekeeping.

At Straight, 484 students, the young men receive instruction in printing, carpentry, and floriculture; the young women, needlework, cooking, and housekeeping.

At Tillotson, 280 students, carpentry is taught the young men; needlework, cooking, and housekeeping, the young women.

At the normal schools at Memphis, Tenn., Macon, Ga., and Williamsburg, Ky., carpentry, printing, and other industrial training, is taught the young men, and training in the various arts of home life to the young women.

At Wilmington, Charleston, Savannah, Macon, Thomasville, Athens, Ala., Marion, Mobile, Pleasant Hill, Sherwood, and other normal, graded, and common schools, the young women are trained in the things which they will most need in making comfortable and pleasant homes.

From this survey it is plain that industrial training is making decided headway in the South. It is stated that the interest of these students in general education, and their aptitude to attain it, is greatly developed by this industrial training.

THE *World* says: "The incompetent art teacher is perhaps the greatest offender. His or her victim usually comes from a distance, and can ill afford the expense of the winter in the city, yet this art teacher is merciless. The student is encouraged to believe that he has phenomenal talent, but that he has fallen into dreadful methods, which must be reformed. He is set to drawing straight lines, then to copying lithographs. Sometimes he is given a cast to draw from, and finally he may revel in the color-reproduction of the chromo that goes with the pound of tea. And all of this requires much time. The student in such a school, unless something happens to open his eyes, usually squanders time and money in this way until he is convinced that he has mistaken his vocation, and then he gives up art altogether and goes into something prosaic which promises him a decent living. Nine times out of ten he never knows he has been defrauded."

THE Albany normal school has been a shining light in this Western world; it had graduated in the thirty-five years ending December 28, 1888, 2,698 persons—998 men and 1,700 women. Here are some figures regarding the graduates that will be of interest:

Normal school teachers	109
College professors	34
Natural science students	27
School superintendents	106
Editors of educational journals	18
Publishers	12
Authors of school books	88
Public institutions	15
Missionaries	35
Clergymen	32
Soldiers	106
Lawyers	102
Physicians	79
Engineers	84
Bankers	9
Politicians	35

THE day has come when advertising a business is the most (almost) important department of it. The subject is one that cannot be evaded, except to cause a serious detriment. It is plain that every one who has judiciously advertised has prospered; and it is advertising that has done it.

## BRAZIL.

The news comes from Brazil that a republic has been proclaimed, and Dom Pedro II., the emperor, has been deposed and ordered to sail for Portugal, to receive a pension during his life. The revolution is a surprise to other nations, as the emperor had the reputation of being one of the wisest and most liberal rulers in the world.

The last revolution was in 1821, when Brazil was separated from Portugal, with Dom Pedro I., son of Dom John, of Portugal, as emperor. He abdicated in 1831 in favor of his six-year-old son, Dom Pedro II., who was under a regency until his coronation in 1841. His reign of nearly sixty years has been marked by great progress. He has always been foremost in advancing measures for the improvement of the country. A law was passed the first year of the regency providing for the abolition of the slave trade, which was accomplished in 1850. Local self-government in the provinces was established in 1884. The legislative assembly consists of a senate and chamber of deputies, and these have been elected by direct vote of the people since 1881. Universal suffrage has not been attained, as a voter must possess a yearly income of about \$300. Recently Protestants were made eligible to the legislature. Slavery was also abolished. The government has fostered commerce and encouraged the building of railways and telegraphs. There are twenty provinces with an area of about 8,200,000 square miles. The population is 18,000,000, ninety-nine per cent of them Roman Catholic, the established religion of the country. The higher public schools are under the control of the government. In 1881 the percentage of illiteracy was reckoned at eighty-four per cent.

The discontent with the government seems to have been due mainly to taxation. The national debt is about \$300,000,000, and the government ran behind each year. This resulted in an oppressive system of taxation. There was great discontent in Para on account of the export duties on rubber, the receipts of which went to the imperial treasury. The revolution was effected by means of the army, without bloodshed.

Considerable sympathy is felt in this country for the emperor personally, but Americans generally rejoice that the last monarchy has disappeared from the Western continent. The change in Brazil will not affect this country, except perhaps to increase temporarily the prices of coffee and rubber. The other products are woods, roots, and barks for medicinal and other purposes, cotton, wood, silk, sugar, cacao, tapioca, hides, hair of horses and goats, etc. Mining is largely carried on, gold, silver, iron, copper, zinc, coal, diamonds, etc., being obtained. What is the climate? Describe the formation of the country. Who discovered it? The above facts should be discussed in school, and the newspapers watched for further developments.

## A FEW PLAIN WORDS ABOUT THE SCIENCE OF TEACHING, AND A DEGREE.

By WILLIAM M. GIFFIN.

A man may hold a diploma from all of the colleges in the country, may rank first in his class, and yet he dare not write M.D. after his name, or take up the practice of medicine until he has been through the special school of medicine, or in other words, the professional school of the doctor. Pedagogy has no place in the college, unless it be there the same as medicine, theology, and law. *It must not be part of a miscellaneous course, but as a special course or special professional course.* Just as long as teachers are willing to accept an A.B., a B.S., an A.M., a Ph.D., or even an LL.D., just so long will they receive no others.

When men who are to become teachers are willing to go to college, take a miscellaneous course, and be satisfied with an A.B., followed in due course of time with an A.M., just so long must they take up with that which is open to all, common to all, meaningless to all. We have Ph.D.'s who teach; Ph.D.'s who preach; Ph.D.'s who practice law; and Ph.D.'s who do absolutely nothing. Hence, to know the value of Ph.D. we must have a knowledge of the man. LL.D. is considered a high and honorable degree. I am willing to concede that it is, and yet I have never seen a physician, be his practice ever so limited, who would exchange his M.D. for it. Why, then, in the name of all that is honest and just, cannot our man-uplifting, God-serving, noble profession be honored with such degrees as shall belong to it, and to it only? It ought to come, it is going to come, and it must come at no distant day. The question only remains, What institution will hand its name down to

thousands yet unborn, by being the first to take up our cause and give it its proper standing in the professions?

It makes my blood boil to think that there are men who will oppose such a grand scheme and who, on the other hand, have no scruples in conferring professional degrees, e. g., M.D., on young men who have but a common district school education, and who have not shed the hay-seeds from their hair. Well were it for these conservatives if they could remember the following words of Franklin: "If you would not be forgotten as soon as you are dead, either write things worth reading, or do things worth writing."

## WAIT AND WORK.

As the teacher is urged to advance he often feels impatient; we earnestly counsel against this. But don't sit down and expect something to turn up. Something will never turn itself up. You must turn something up. That is the business of the world—turning things up. Fulton turned the steamboat idea into light and practice. Others had the idea, but getting an idea, and turning ideas to practical account, are two very different things. Thousands of most excellent ideas are afloat, but only a few dozen living men are able to grapple even one idea and make something useful out of it. Longfellow uttered a thought as only a great thinker could express it when he said:

"Learn to labor and to wait."

Waiting in action was his thought. The parks of New York are full of lazy waiters. They are expecting, some day, Vanderbilt will come along and say, "Here, Tom, old fellow, is a deed for that brown stone front. I have more than I can use, and you may have it. Go and be happy." Rich men don't do such things.

A volume might be written on successful waiters. Sir William Thompson once told the British Association how Newton waited. The popular idea has been that all at once, while he sat under an apple tree, the law popped into his head. Not so.

Did it ever occur to any one how the mother waits. Years pass away in work before the boy grows to be a man. But there is a grander thought than all connected with this subject. How patiently has God waited for present results. Things have not made themselves as they now are, but have been fashioned by the watchful, patient wisdom of a wise and waiting Creator. When Kepler discovered the law of relations between the distances of the planets from the sun, and their periodic revolutions, he exclaimed, "I can afford to wait a hundred years for a believer, since God has waited six thousand years for an observer!"

## A FOUNDATION PRINCIPLE.

The basic principle under all methods, under all processes, under all devices, is

## THE METHOD OF NATURE, THE ARCHETYPE OF ALL METHODS.

But some who have not studied pedagogy will mistake the application of the word *nature*, and apply it only to the operations of the material world around us. There could be no greater mistake. The order of nature is found:

1. In the achievements and works of the race.
2. In the operations of the intellect, sensibilities, and the will.
3. In the material universe.

We have not space to discuss this subject, but would suggest that here is food for the earnest study of the most thoughtful student of pedagogy. The principle we have stated is a sound one, but it must be intelligently interpreted. We commend it to those who have brains inside their craniums. All others would do well to let it alone, and become parrots. But what about teaching? Is there any principle governing this, like the one governing method? There is, and here it is:

## WORK FROM THE INSIDE OUTWARD.

A child is an *endogen*, not an *exogen*. If it is in him; the teacher must get it out, but if it not in him, no teacher can put it in. Teaching is getting out what is in. Education is leading the learner to grow from within outward. Growth is never possible, in a human being, from the without to the within. The opposite is the mind's law, the law of the race, and the law of the material universe. A room can be plastered, so can a child, but it is not education. A room full of bricks would make a very quiet audience, but a remarkably dumb one. Why? Because there is nothing in a brick

worth getting out, not already out. People who have everything on the outside that is inside are not worth teaching. Let us see how this law applies to schoolroom work. So, after the manner of Socrates, we begin, and ask a boy whom we see holding a slate pencil:

Teacher.—What is that in your hand?

Pupil.—A pencil.

T.—Well, what is a pencil?

P.—Something that makes a mark.

T.—A stick makes a mark in sand; is it a pencil?

P.—No, sir.

T.—Well, what is a pencil then?

P.—Something that is made of stone that makes a mark.

T.—Did you ever see a whetstone?

P.—Yes, sir.

T.—It can make a mark in the sand.

P.—Yes, sir.

T.—And is it a pencil?

P.—No, sir.

T.—Then what is a pencil?

P.—Something made of stone that makes a mark on a slate.

T.—(Has a small whetstone and makes a mark on a slate.) This is your pencil?

P.—No, sir. It scratches.

T.—Well, please tell me what a pencil is.

P.—Something made of stone, that makes a mark on a slate, and will not scratch.

So we go on driving the boy from one standpoint to another, until at last we drive him to the wall, unless he is smart enough to defend himself. If the mind is in him something will come out, and the teacher will get it out. This is what we mean by the law, *Work from within outward*. Any teacher who puts in, pours in, forces in, crams in, is violating this law, ruining all teaching life, and destroying all educating force. There is truth here, to which we call the attention of teachers who think.

## THE QUINCY SCHOOLS.

In the year 1873 the school committee began to see that their boasted schools were a failure. This is well described in the *Tribune*:

"The town of Quincy, Mass., has in the last four years effected a reform in primary education which it is possible may serve as a starting-point in the re-organization of the deplorable American system. This reform, described in a plain and practical manner in a pamphlet by Charles Francis Adams, Jr., provides that children shall be educated, and not simply taught like so many parrots. In 1873 divers clever and thoughtful citizens of the Quincy school committee began to realize that there was no perceptible progress in their schools; that the majority of the pupils who had finished the grammar course neither spoke nor spelled their own language perfectly, nor read nor wrote it properly. At the public examinations they appeared in their best clothes, attended by their parents and friends; the committee sat silent on the platform, and 'the teacher conducted the exercises over safe and familiar ground to a triumphant conclusion in some peculiarly unnatural bit of childish declamation.' There were no tests of understanding and assimilation—'the whole thing,' says Mr. Adams, 'was a sham.' The Quincy schools, in fact, were on the same dull road on which more than nine-tenths of the American schools are now painfully traveling. The pupils were taught to repeat their lessons, not to understand and apply them. The Quincy committee looked into the matter thoroughly; excluding the instructors from the work of the examinations, they conducted it themselves, each taking a special branch of studies. The result was the natural one—the schools went to pieces.' The A and B grammar scholars, who could parse and construe and correctly repeat the rules of grammar, were found wholly unable to write an ordinary letter; they could neither follow any rule of composition nor apply the rules and principles they had learned from their grammars. Nor could they read, without absurd bungling, any English book which they had not seen before, their reading of familiar pieces in their own 'readers' being glib enough. It was 'all smatter, veneering, and cram.' The teacher's chief object was to see his pupils pass a creditable examination, and in pursuing this object he had turned them into a prosperous collection of parrots."

Seeing this, they determined to end the farce.

"In the several grades of the grammar schools the committee provided that their own ideas should be carried out. They declared against the multiplicity of studies learned uncomprehendingly, which too often make of American school life a ridiculous farce. They demanded that to children should be given a thorough grounding in the elements of knowledge instead of a superficial preparation for a smooth examination. Grammar, reading, spelling-book, and copy-book were thrown away, and reading at sight and writing on-hand took their place—the seven studies taught before were reduced to the three R's. Instruction in reading and writing, grammar and spelling, in history and geography, were combined in two exercises—reading and writing. 'The old reader having disappeared,' says Mr. Adams, 'the teacher was at liberty to put into the hands of the class geographies, histories, or magazine articles, and, having read them first, the scholars might write of them afterwards, to show that they understood them. Their attention was thus secured, and the pen being continually in the hand, they wrote as readily as they spoke, and spelling came with practice.' The improvement in the schools was immense. The pupils learned to read excellently at sight. They wrote quickly and easily in the best grammatical way, not having wasted precious time in studying formulas. Four hundred out of five hundred grammar school children taken promiscuously from all the schools showed results either excellent or satisfactory. And all took the deepest interest in their work. The revolution was accomplished with admirable success—and the cost to the town at the end was one-fifth less than when it began."

## HOW I HAVE A QUIET SCHOOL.

(The author of the bright and helpful essay given below, has been most successful in bringing a turbulent and noisy school not only into quietness, but into industry. The school-room was most attractive to a visitor; the pupils were infatuated (seemingly) with the work before them, and so the question arose, How did you obtain this quietness?)

I had heard that the school was a very noisy and difficult one; the preceding teacher was well-qualified in all except the art of keeping order. She had held a position in a normal school, and was a fine literary scholar, but the school-room was in a continual buzz, and often-times in a roar. I think this lack of order led to her dismissal.

I was early on hand as the pupils began to assemble for the first day. There were about forty pupils—the oldest fifteen or sixteen years of age. The parents were mostly artisans, and some of them exceedingly rough in manners.

I determined to study the pupils with the utmost minuteness. They would come in rudely, pushing each other and rushing for certain seats; only two or three noticed me at all. The door was thrown open, and not shut. I sat by my table and simply *looked* at them—but I *LOOKED*. After a few minutes they felt my presence, and began to get quiet. They were making a study of me, you see. So we began to study each other.

A pupil, Jennie L—, came in, and came up to say "good morning." I asked her to put her books down, and sit down beside me. Then I exerted myself to entertain her; I knew the question would be, "How do you like her, Jennie?" and I wanted her to make a good report. I asked her to call up one of her friends, and so in a little while I had a group around me, and a good impression was made.

I seated them, and we sang a hymn, and it was done so poorly that I felt music had been wofully neglected, and that I should make much of it to lift the school. I had settled in my own mind that the cause of the want of quiet arose from want of refining influences, for one thing, and so I determined to refine and elevate them all as rapidly as I could. I believed, too, they were not busy enough on things within their comprehension, and finally, that they were not happy enough. This was my creed.

I began by giving them a short "talk," telling them I wanted them to have a good time and make good progress. I especially said I wanted them all to help make a good school. I began to see the sources of the noise that had been complained of. They moved their feet incessantly; they spoke to each other; they spoke out to me, "Teacher, I like to come to school," etc.; they dropped slates, books, and pencils. All this was thoughtlessness, carelessness; so I saw I must not only tell them, but *TRAIN* them.

When I had finished my talk I said, "Let us sit still for a minute; you may read in your books." Then I commanded them. "Only," I said, "it was too still. Try now to be quiet and do some work, and do not drop any books or pencils, nor move your feet." At the end of half an hour I gave them some gymnastic exercises and singing. I kept up the idea of novelty that day: I gave them something to do for every moment. I had this stanza put on the blackboard: "Lives of great men all remind us," etc., and when we could do nothing else we recited it.

I made a practice of getting them on their feet every half hour at least, for exercise, for change, for breathing, and resting. All this time I *drilled* them on methods of rising quietly, sitting quietly, moving quietly; that is, I trained them to do it rightly. I cautioned them before they moved as to the way they were to do things, the way to rise and sit.

When they went out I had them go out one by one, and took all the time it needed. When they came in I had them come in one by one, and took all the time it needed to do it. Nor did I begin work until it was quiet. Then, too, I took pains to quiet down, if there was noise, before I would proceed. This wasted time, it would seem, but it *trained* them to habits of quietness. I saw it was to be a work of many days to reach quietness; but an impression was made at the outset. Here I may say that this *impression* is most indispensable. There must be a feeling constantly in them, "I must not disturb the rest."

*Talking.*—I found they had a great habit of talking with each other; now I do not believe in making whispering any more of a crime than shuffling the feet; both are very annoying; so is dropping of books. I aimed at all disturbances. I stopped whenever it was noisy. I did not ring the bell; that had been tried by the other teacher. I simply stopped and looked at the

children, and began to ask myself, "What is the cause of this? Is it their fault or mine?"

Ventilating the room often had a great influence: but exercise seemed to fill their wants. So when it was noisy, I started a little song: they knew this would be succeeded by exercises. I practiced the plan of calling up some child to give the exercises; as they did not know who that would be, they were all alert. All whispering would stop—because I said, "He shall not go forward until it is quiet."

*Discussions.*—I found it was a good thing to have the subject of order, quietness, etc., discussed by the pupils. So I would start the matter by saying, "What do I talk to you often about?"

A pupil would answer, "About keeping quiet."

"Well, to-day you may talk to me, or to the rest about it."

Then pupils would answer:

"I think we are improving in keeping quiet."

"I like it better when it is quiet."

"It is too noisy still."

"John — does too much whispering."

"Mary — dropped her slate four times before recess."

"I think — tries to have it quiet."

I finish up with, "Well we are getting along famously; let us all try to make our school one where we can be happy, and do lots of work. I don't want to make a prison of it; I don't want you to be afraid to move. I want to thank every one for trying so hard. Let us sing, 'Peaceful Slumbering on the Ocean.'"

*Commendation.*—I find it is better to commend the pupils than to scold them; so I say at recess: "John, you may go out first, for you have tried so hard to keep quiet. Henry, may go next for he has not done so well; he is going to do better to-morrow."

*Care of the Person.*—I found I must labor all along the line; they came with muddy shoes, with hands unwashed, etc., etc. I took up these points, and soon there was a great improvement. I had the books covered. I got a brush and had them take it out with them at recess and employ it on their clothes.

By attention to these details, one at a time, never tiring out, I gradually achieved the best kind of order. It hardly seems to me that any one could fail to obtain quietness if he took the right means. But I will admit it is quite an achievement, and I feel proud of it.

## THE TRUE OBJECT OF PUBLIC SCHOOLS.

By Prof. KIRKWOOD, Wooster University, Ohio.

Educational institutions, like all the other institutions of a people, are a growth. They represent the history, the circumstances, the needs, the ambitions, the hopes of the people.

There is marked contrast between our educational institutions, and those of many European countries. Universal suffrage necessitates universal intelligence, therefore all our people must be educated, not merely a privileged few.

The growing complexity of our civilization, and the difficulty of the important political and social problems that are demanding solution, require that a large number of our people should have a far broader education, and far better disciplined minds than can be secured by a common school education. Therefore the state is justified in making adequate provision for the collegiate education of large numbers of her youth.

We are to consider:—

*First.*—The true object of public schools.

*Second.*—What the schools should be in order that they may best accomplish this object.

The primary object of public education is two-fold:—

*First.*—Good citizenship.

*Second.*—The welfare and happiness of the people.

The essentials to good citizenship are *intelligence* and *virtue*.

Intelligence is essential in a government where the people choose their rulers, and thus determine the policy of the government.

But increased intelligence gives increased power, and this power may be exerted on the side of wrong as well as on that of right. Hence it is of the highest importance that citizens should be *virtuous*, as well as intelligent.

The great need of our country and of the world is intelligent, upright, honest, faithful, courageous men; men who can be depended upon to do their duty; men who "cannot be scared, or cheated, or bought." The second object of public education is the welfare and happiness of the people. Increased intelligence

gives man greater power over nature, and thus enables him to provide for his wants, and at the same time have leisure for the cultivation of his intellect and tastes.

In the second place, what should the schools be and how should they be conducted that they may contribute the most possible to good citizenship, and the happiness and welfare of the people.

*First.*—They should be fountains of learning where knowledge is gained and where a thirst for knowledge is created and fostered—where intellect is quickened and developed, and where thought is stimulated.

To this end, there should be good, comfortable school-houses, with all needed fixtures and facilities, but especially should there be able, intelligent, educated, earnest, enthusiastic teachers.

Again, the school must be a center and source of the highest moral and religious influence. A place where strong, manly, Christian characters are developed and trained. A morality that is not based upon religious principles and the sanctions of the Bible has no solid basis, and cannot be relied on for the formation of strong, noble, trustworthy characters.

In order that the school may be such a source of moral and religious influence, the teacher must be a strong, true, manly, noble character. The teacher's work is a difficult one, but if well done, the reward is correspondingly great. Teachers should make the fullest preparation possible for their work. Above all they should study the life, the character, the methods, of the *Great Teacher*. They should strive to catch something of his intense earnestness, his holy enthusiasm, his sublime consecration, his infinite patience, his exalted love. They should strive to become more and more Christ-like themselves, and then they will be able to influence their pupils to become like Him also.

\* Abstract of a paper recently read.

## HOW CHARACTER IS FORMED.

Character is built up more by influences outside of the school-room, than by forces within it. It is a fact that schools do a great deal, but they do not do all, by any manner of means. A child comes to be what he is in after life by the active forces that affect him in every-day life. The Athenians, at the time of Pericles, recognized this by appointing officers whose duties were to look after the morals and manners of the young men. There is no record of any such officer appointed to guard the young women, and we now have no such officials; and it is well, perhaps, that we have none, for we look to the home as the center from which comes all uplifting forces. The streets of a town are filled with boys reproducing the home life of that town. It is impossible for a school to counteract the bad elements here: in fact, a state is powerless to affect this spot. The weakness in all old civilizations was in the home, the strength of our civilization is here. So it is that real character is formed outside of the school-room.

Now how can the home be reached? We believe that the school can do a great deal here. The church does but little compared with what it used to do, but, if a teacher sets herself resolutely to work, she will find that she can do much. We will show three points:

1. IN ILLUSTRATING THE LAW OF KINDNESS. Scolding is death to right character building. Continual fault-finding is depressing, and blaming almost as bad. The exercise of kindness and forbearance will in time reform the hardest heart.

2. BY PROMOTING THE SPIRIT OF HELPFULNESS. The cross, "Take care of yourself," is depressing, while the kindly, "Let us see what we can do," is always inspiring. We help others when we kindly show them how they can help themselves.

3. BY PROMOTING USEFUL AND PROFITABLE OCCUPATIONS. Here comes in the moral value of manual training. Satan has plenty of work all laid out for the idle. The truth is, occupation is a mighty safeguard against the attacks of sin.

Here are a few hints that will assist those who are desirous of building up good characters in their pupils. They are but hints, for a full discussion of this subject would fill a volume.

It is of some importance rightly to understand what principle really underlies the divine education of the human race, because we may be sure that such should be our rule in training and educating each individual member.

## THE SCHOOL ROOM.

The subjects discussed this week are "DOING" and "ETHICS." It is intended that they shall be of the utmost practical value.

## THREE WEEKS OF EXPERIMENTS.

## A RECORD OF WORK.

## MONDAY.—IRON RUST.

What is iron rust?

(In preparing to answer this question, the pupils, a week before, had put a piece of bright iron into water. To-day they found that it was covered with rust. One pupil had brought to the school a piece of iron covered with rust. This had been scraped off, and the powder was at hand to be used. The answers received to this question were as follows. We give them exactly:)

It comes from iron.

It is taken out of the water.

The water acts upon the iron, so as to turn iron into rust.

(These not being satisfactory, several questions were asked leading to the truth. The following statement was agreed to as good:)

Something comes from the water which, uniting with the iron, makes iron-rust.

(The pupils were told that this "something" in the water is *oxygen*, and that when oxygen unites with a metal it makes an *oxide*. Iron rust is an oxide or iron, it was concluded. Now the iron rust was examined. A little of it was rubbed on a piece of paper, and its effect on the hands was noticed; it was discovered that it is difficult to remove the color it leaves on the skin. Then came the summing up:)

Iron rust is a fine powder.

It is formed on iron when exposed to the air.

The color it makes is difficult to remove.

Iron-rust is formed by the union of iron with oxygen. It is an oxide.

## TUESDAY.—ACIDS AND ALKALIES.

NOTE.—The teacher had procured small bottles of sulphuric, nitric, and muriatic acids, a little soda, a bottle of the water in which some purple cabbage had been boiled, a little good blue and yellow test paper, a small bottle of ammonia water, three test tubes, and half a dozen plain glass tumblers. With these he arranged the following experiments:

Three tumblers were half filled with water.

1. Into one was put a teaspoonful of soda.

2. Into another twenty drops of sulphuric acid.

3. The other was not disturbed.

A strip of blue test paper was dipped into No. 2.

Its color was changed to red.

This reddened paper was dipped into No. 1.

Its former color was restored.

It was then dipped into No. 3, when the color was unchanged. Now came the summing up.

Dilute sulphuric acid changes blue litmus paper to red.

Dilute soda changes reddened litmus paper to blue.

## WEDNESDAY.—ACIDS AND ALKALIES CONTINUED.

NOTE.—The experiments of yesterday were continued. The teacher had obtained some potash, nitric acid, quicklime, and vinegar.

1. Into one tumbler half filled with water he put some lime.

2. Into another some potash.

3. Into another some ammonia water.

4. Into another some vinegar.

5. Into another some muriatic acid.

6. Into another some nitric acid.

He dipped a piece of blue litmus paper into No. 4, and it turned red. Then he dipped it into No. 2; the color was restored. Then he dipped it into No. 5, and it turned red again. Then he dipped it into No. 8, and the color was restored. Then he dipped it into No. 6, it turned red again. And at last he dipped it into No. 1, when the color was restored to its original blue. The pupils were greatly interested. He summed up the results as follows:

1. Blue litmus paper is changed to red by vinegar.

2. Red litmus paper is changed to blue by potash.

3. Blue litmus paper is changed to red by muriatic acid.

4. Red litmus paper is changed to blue by ammonia.

5. Blue litmus paper is changed to red by nitric acid.

6. Red litmus paper is changed to blue by lime.

This was a good day's work, and the pupils looked forward to Thursday with great anticipations.

## THURSDAY.—MORE EXPERIMENTS WITH ACIDS AND ALKALIES.

The teacher had filtered some of the purple cabbage liquid, and made it very clear. Not having filter paper or a funnel, he had used a thick cotton cloth held over a pitcher, through which the liquid was poured. It came out a clear blue. He now prepared three tumblers. One remained untouched; into another he added a few drops of sulphuric acid, and it instantly changed to a beautiful green. Into the third tumbler he put some ammonia water; it turned to a beautiful red color. The three glasses containing the blue, green, and red liquids were much admired. He wrote on the board:

1. Purple cabbage solution is changed to green by adding to it sulphuric acid.
2. Purple cabbage solution is changed to red by adding to it ammonia.

Then he prepared other tumblers half filled with the cabbage solution, and the pupils tried the effect of vinegar, muriatic acid, nitric acid, and lime on it. The pupils were more than ever interested.

## FRIDAY.—A SUMMING UP.

NOTE.—The materials used in the three former days were all on the table, and the teacher asked:

What caused the blue litmus paper to turn red?

What caused the red litmus paper to turn blue?

The term *alkali* had not been used, so he asked what substances turned blue litmus paper red. All of the substances were mentioned correctly. What turned the red paper blue? The answers were correctly given. What turned purple cabbage water green? What turned purple cabbage water red? From these answers the following conclusions were drawn, after the word alkali had been given.

Anything that will turn blue litmus paper red, or purple cabbage solution green, is an acid.

Anything that will turn red litmus paper blue, and green cabbage solution red, is an alkali.

The pupils all voted that a week was never more pleasantly or profitably spent.

## THE SECOND WEEK.

The object of the teacher in conducting these experiments was for three purposes: *First*, to lead his pupils to observe correctly, and do what they were asked to do skilfully and rapidly. *Second*, to train them to draw correct conclusions; in other words, to educate their powers of generalization. It will be noticed that many of the faculties of the mind were called into exercise. His *third* object was to add to their stock of information. In this view his work was profitable, but as a mental discipline it had a great value. During the second week he tried the following experiments, permitting his pupils to repeat them over and over again. Several of the brightest pupils invented new experiments, producing the same results.

He floated a small piece of cork on the surface of a dish of water.

Over the cork he inverted a goblet, pressing it down.

It was seen that the water rose but a little in the goblet. Then he inverted a tin fruit can, one end of which was open, over the cork. The same effect was seen. Then he pounded a small hole in the closed end of the can, and pressed it over the cork in the dish of water. The water rose in the can. This experiment gave rise to profitable conversation.

Why does the cork float in the water?

Would lead float? Why?

What is meant by lead being heavier than cork?

Is a pound of lead heavier than a pound of cork? Then why does not cork sink as readily as lead?

This discussion was exceedingly profitable. The result was that the teacher taught the pupils to say that it is the air in the cork that makes it float, and that if there was as much air in lead as in cork it would also float, and that if cork could be as much condensed as lead, it would as readily sink. This he taught—not told—them.

Then he returned to the tin can and goblet. Here was a lesson they enjoyed, but it made them think. The pupils concluded that—Matter may exist in a visible or invisible state, and that two substances cannot occupy the same place at the same time.

To illustrate mass and density he cut blocks of wood, apple, putty, lead, and cork, the size of a block of loaf sugar, and carefully weighed each. The pupils concluded that—Substances of the same size have different weights, and that we cannot judge of the amount of matter in a substance by its looks.

To illustrate simple and compound substances he melted lead on a stove and allowed it to cool. It was the

same after melting as before. He then burned some sugar on the stove, and showed that carbon alone remained. The pupils concluded that—Some substances are composed of but one kind of matter; others are composed of two or more.

To illustrate that only one body can occupy a certain space at one time, he drove a nail into soft wood, and led the pupils to say that the wood was pushed aside by the nail. He then filled a tumbler quite full of water and thrust into it a stick; the water ran over. The pupils concluded that—A substance can occupy but one place at one time.

To show action and reaction, he caused a ball to strike squarely another ball of equal weight. First, he used two large, round bullets of lead. One was at rest, and the other was rolled against it; both moved on together. Then he took two other balls of equal size, one was of wood; the other of lead was rolled against it. The lead ball almost stopped, while the wooden ball received an impulse that sent it with almost as much velocity as the lead ball had at first. The class concluded that—Action and reaction are equal.

To show the difference between hardness and brittleness, he took bits of glass and sealing wax, and hit each with a hammer. One broke into many pieces, the other into but few; yet both are hard, but not equally brittle. His pupils concluded that not all substances that are hard are brittle. This taught them a valuable lesson, and from this and other experiments they concluded that—Some substances are hard that are not brittle, and others are brittle that are not hard.

This closed the second week of work, and although there was not as much enthusiasm as at the close of the first week, yet the intellectual interest was greater, the work was much more thorough, and the corresponding results more satisfactory.

## THE THIRD WEEK.

At the commencement of the third week the teacher took up levers. First he took a long stick and caused it to rest on a support somewhere about its middle. He hung a weight at one end, and took hold of the other. Then he had each member of the class try the same experiment; moving the place of support he taught (not told) the class that the power necessary to balance the weight is always less as the point of support is placed nearer the weight and *vice versa*. He gave many examples until all the members of the class learned the principle governing levers of the *first-class* and stated it clearly.

In teaching levers of the second class, he took a stick and rested one end on the table, holding the other end in the hand. Then he fastened a stone by a string so that it could be placed anywhere between the hand and the point of support. He led the class to tell him that the results were the same as in levers of the *first* class. Many examples of this class of levers were given, and the law stated. He gave the name to this kind of levers after the whole work had been completed.

Then, using the same stick and weight as in the last experiment, he hung the weight at the end and held the stick in the middle. Moving the place of holding the stick, he deduced the fact that levers of this kind follow the same law as levers of the other two classes, the only difference being in the application of the power, or, in other words, the relation between the power, weight, and fulcrum, or point of support. He then deduced this general law, which was told to him by the members of the class.

In all levers the relation of the power to the weight is the same—power multiplied by its distance from the fulcrum is to the weight multiplied by its distance from the fulcrum.

In deducing this law from his class of twelve-year-old boys and girls, the teacher said that he was obliged to use all of his ingenuity and skill, in leading his class first to see the truth and then to state it. Here was his triumph, and he said that it was a real one. He felt that he was more than ever a teacher, and more than ever doing real teaching work.

NOTE.—In looking over the record there comes the question, cannot every school follow a course similar to this? How many young men and women then are at school that will not be allowed to teach chemistry until they reach the high school! so of physics. Yet chemistry is all along the child's path. Natural philosophy makes her call upon him also; so that to "put the whole boy in school" he must be taught chemistry and physics daily. It is hoped this record will stimulate others to take up this subject and report their methods.

EDITORS.

## LESSONS IN MORAL TRAINING.

By EMMA L. BALLOU, Jersey City, N. J.

The answers of the pupils given here only indicate the discussion that is supposed to be carried on. A good teacher will arouse a most earnest discussion; every pupil will want to take part.

## PROMISES.

**Teacher.**—Henry Pierce and James King lived in a town that was built on both sides of a river. Henry lived on one side and James on the other. The boys were fast friends. They played, and worked, and studied together.

"Henry," said James one day, "I am afraid I won't get my boat done in time to get any practice before the race. If I don't I won't stand the least chance of winning. Can't you come over and help me some day this week?"

"Yes," replied Henry, "I can give you a day as well as not. In fact, I can give you two days. Don't work so hard to-morrow. I'll be over both Friday and Saturday, and we can get it done in time to try it Saturday afternoon."

On Thursday afternoon there was a freshet in the river, and it was so swollen, and the waters were so furious, that the bridge was carried away. It was impossible for Henry to cross the river, even in a boat, so he did not help his friend as he had promised. Did Henry do wrong when he broke his promise?

**John.**—No; he couldn't help it.

**Teacher.**—No, he did not; he was not to blame, for, when he made the promise, he had every reason to suppose that he could keep it.

Mary's mother went away from home one day, and left her to take care of the baby and of the house. She had promised her mother to remain in the house all day, and not leave it on any account, and that she would take good care of everything.

Her mother had not been gone long, when Mary discovered that a little fire had been left where some boys had built a bonfire, and that it had crept to a stable near by. She knew that in a little while, if something were not done, the stable would be burned. There were horses in the stable which would be burned also. She took the baby in her arms and ran to the nearest neighbor's and gave the alarm. The stable was saved, with everything it contained. Do you think that Mary did right when she broke her promise?

**Fred.**—I think she did, for it would have done a great deal of harm if she hadn't.

**John.**—Her mother didn't know this would happen when she asked her to make the promise.

**Teacher.**—I think she did right to break the promise.

One afternoon, when Tommy was going home from school, he fell in with a bad boy.

"Hello! Tommy," said the bad boy, "what are you going to do to-morrow?"

"Going to school, of course," said Tommy; "what do you suppose?"

"I suppose you are a little dunce if you do," said the boy. "This is splendid weather for chestnutting."

"I can go for chestnuts Saturday," said Tommy.

"Saturday!" cried the boy; "they will all be gone by Saturday. Come, go with me to-morrow, and we will get lots of them. Nobody will ever know."

"Mamma would know if I took the chestnuts home," said Tommy.

"You needn't take them home," said the boy. "I'll take care of them for you."

Before the boys separated Tommy had promised to play truant and go chestnutting. But that night when he thought it all over, thought how he would feel if he were found out; thought how bad the boy was with whom he had promised to go; thought how wrong it would be, he changed his mind. The next morning he kept as far as he could from the corner where he had promised to meet the bad boy, and went to school as usual. Did he do right or wrong to break his promise? What do you think, Nellie?

**Nellie.** He did right to go to school. He ought not to have gone with the bad boy.

**John.**—I think he ought to have done as he said he would.

**Teacher.**—Did he do right to make the promise?

**Harry.**—No, but after he made it he ought to have kept it.

**Nellie.**—I am sure he ought not to have played truant, anyway, even if he had promised.

**Fred.**—I think he ought to have broken the promise, but he ought to have seen the boy and told him he wouldn't go.

**Teacher.**—I think that would have been right. You should never promise to do a wrong thing, but if you

have made such a promise, you should certainly break it.

## SUMMARY.

If I have made a promise and find, after making it, that I shall do great harm by keeping it, and no harm by breaking it, it is right for me to break it.

I should never promise to do anything that is wrong.

If I have made a promise to do anything that is wrong, I ought to break the promise.

## A LESSON IN MORALS.

By H. B. HOTZE, Teutopolis, Ill.

The teacher read this story: Henry and George Ainsworth, during the summer vacation, visited their uncle in the country. One afternoon, while walking through the woods, they came upon a clearing at the farther end of which was a farmer hoeing corn. Near the path George found a pair of shoes hidden under a bush. Picking up one, and laughing, he said:

"I'll tell you what to do. We'll hide this shoe and let that man have a 'rare hunt for it. It will be good fun."

"Look here," said Henry to George, "do not let us take the shoe away. It will make the farmer mad. Why do you suppose he took off his shoes?"

"Very likely he did it to save them."

"Then he must be very poor. I'll tell you what to do. I'll put ten cents in this shoe—way down to the toe."

At this time they saw the man coming back, and hid behind a large tree. When he took up the shoe the dime rolled out upon the ground. Astonished beyond measure, he knew not what to do. Several times he looked at the money and then round about him, but no one was to be seen. After a few moments of thought he rose and walked away.

**Questions.**—Tell me how those boys differed. Which would cause the most happiness in the world? Which would be most likely to aid his parents at home? Which would be the most successful in the long run? Which would have the most friends? Which would not be likely to be interested, as he grew to be a man, in saloons and evil ways? Do men in a community differ as these two did? What causes this difference?

## CHARACTER BUILDING.

All school work should aim at character building. Do not many teachers have the spirit of the Irish teacher who, after reading the Bible and singing the hymn, shouted out, "Religion is over; now jump at your lessons like little devils"? There may be a time when some specific effort is made to develop a principle but there must be no cessation of effort to build character.

For this, arithmetic is good; grammar is good; geography is good; gymnastics is good; plays and games are good.

What is meant by character building?

"In the order of thy works

To form the order of our lives," says the poet, and this means character building. We rear a structure, a spiritual structure within us; we do this in obedience to a law within us. We must have the opportunity that comes from mingling with others; and hence the school-room furnishes the very thing we want. Every act must be one that is worthy our spiritual natures; every act must be scrutinized with care and subjected to criticism. The teacher can be sure he is doing something to build character if he conducts the exercises according to moral principles.

**1. The Teacher's Object.**—What is the purpose he has in view, in gathering his pupils from their homes, arranging them in classes, setting them to learn lessons, and calling them up to recite those lessons? Is it to make them wiser and better? Does he have before him a strong desire to uplift them as human beings; to ennoble them; to put them on higher planes of action? It is a good thing to feel, "I know there is such a place as London; they shall know it too;" but it is not a very high procedure after all. To teach them that London exists as a place where men live, and are working out the problems of life, is quite another thing.

The Great Teacher tells us how this is to be done: "Two men went up to Jericho," etc. Jericho, you see, is more than the name of a place here. The wisest skill is needed, so that the lesson is information—and a good deal more.

**2. The Method.**—But the method employed has much to do with the building of character. Col. Parker well says: "The true method of teaching is the exact adap-

tation of the subject taught, or means of growth, to the learning mind. The mind can best grow in only one way. If the adaptation of the subject to the mind is wrong, the action of the mind is impaired and weakened by ineffectual efforts to grasp it. \* \* \* The long perspective of our life is truth and not a show, and I hold that sort of teaching to be in the highest degree immoral which crams the heads of our children with the unusable pages of text-books, and leads them to suppose they are gaining real knowledge."

**3. The Motives.**—What motives actuate the teacher? What motives actuate the pupil? Does the pupil gain his knowledge to get a reward? Does he do it to get to the head of the class? To get a high mark? The question of motives is a serious one; it lies at the very foundation. The real motive must be, to become a nobler and worthier being.

**4. The Teacher's Plans.**—The order of the school-room; the way he conducts the recitations; his thoroughness or want of it; his fairness or want of it; his preparation or want of it—all bear on the pupil's character. The teacher must have the respect of his pupils; his words, his attitude, his deportment—all have an influence.

**5. The Community.**—The school-room is a place for actions and re-actions; the skilful teacher organizes the pupils so that they influence each other powerfully. He does not do the character building; it is the product of a force that is within. All that is without stimulates, directs, or stops mental action. The effort should be to use the commingling of children at school to help on that mental action that results in character building.

## ESSENTIAL FACTS IN GEOGRAPHY.

No teacher should fail to teach not tell, his pupils the following points, for they are essential to the understanding of the simplest problems in physical geography.

Water occupies a greater space in the solid than in the liquid state.

If fresh water be cooled it contracts regularly till it reaches a temperature of 39 degrees, when it commences slowly to expand as it cools.

When it reaches 32 degrees, it makes a sudden and great expansion. Twelve cubic inches of water making thirteen cubic inches of ice. It follows that ice is lighter, bulk for bulk, than water.

Ice contracts like most other solids when cooled below 32 degrees, thus ice at 30 degrees occupies more space than at zero.

It should be shown why this property of water is of great importance.

Why do lakes freeze over on the surface rather than on the bottom?

Why does ice at zero more readily sink than at 30 degrees?

Is the temperature of water at the bottom of lakes colder or warmer than on the surface?

Why do not our ponds freeze solid during very cold weather?

If water did not commence to expand at 39 degrees while cooling what disastrous results would be experienced?

## DEVICE IN READING.

Instead of discussing the lesson as to its meaning orally, defining words, etc., it may be explained by illustrations. For instance, in the "Barefoot Boy," instead of asking a pupil what a ground-mole is, he is required to draw a picture of the animal. If his memory could not serve him he was at liberty to find a picture and copy it. Colored crayons help very much. Again the poem is read and then the pupils imagine a display on the blackboard of the "wild flowers" and "the tenants of the wood." Great interest and enthusiasm was shown by using this method. Of course it could not be used at all with some lessons and will become tiresome if used too often.

Cortland, N. Y. MARY DOWD.

TELL the pupils that George Bancroft, the historian, recently celebrated his eighty-ninth birthday at Newport. He shows remarkable mental and physical vigor. He has lately revised the proof-sheets of his Life of Martin Van Buren, and hopes to complete his life of President Polk this winter. What is his principal work? Name works of other American historians. What do you know of Presidents Van Buren and Polk?

# Exercises for Christmas, 1889:

## PROGRAM.

	NUMBER OF MINUTES.
1. Singing	2
2. Salutation	3
3. Recitation	5
4. Singing	2
5. Dialogue	5
6. Recitation	2
7. Singing	2
8. Dialogue	10
9. Lecture and Experiment	10
10. Singing	2
11. Five Little Stories	8
12. Calisthenics	10
13. Singing	2
14. Recitation	2
15. Recitation	2
16. Dialogue	5
17. Composition	3
18. Singing	2
19. Our Country—Patriotic Piece	10
20. Closing Piece	10
21. Singing	2

The exercises given below are only suggestive ones; that is, a teacher can use this program or make an entirely new one; or he can substitute other pieces for those given here. This program is given to aid those who have no materials to draw from. The songs are all in the *SONG TREASURES*, which the publishers will send for fifteen cents, post paid; it is a capital selection of songs for the school-room. But the songs published by us during the year can be used if no book is used in the school. All these should be practiced until they can be sung well and sweetly; there is too much loud and harsh singing in our schools. The school-room should be decorated as much as possible; evergreens are the proper materials, but if they cannot be obtained use flags, or bright colored stuffs. Borrow pictures and hang up. There should be a committee of pupils appointed to manage the entertainment. It is a good plan to have printed programs; if this is not possible, put the order of exercises on the blackboard, and let the pupils copy out enough for the visitors. Let the committee invite the school trustees, the clergyman, and the doctor, and the lawyer, the representatives of our professional class. The committee should seat the guests. Those who go up singly on the platform, of course salute the audience with a bend of the head; this must be practiced many times to have it right. Do not let a pupil bow and then instantly rush off his piece; let him wait a second or two. He bows also when he is done. When the exercises are over the pupils remain seated, either until the guests are gone, or they introduce their parents to the teacher; in this case there is a sort of reception held.

No. 1. "Invitation Song," page 27 of *SONG TREASURES*, or "Welcome Song" found in this exercise. No. 2. Salutation. No. 3. "Why We Keep Christmas," No. 4. "We Meet Again," page 61 of *SONG TREASURES*. No. 5. "Always Happy," No. 6. This may be "Young Heedless," or "How Johnnie Got Rich," as teacher may think best. No. 7. "Music is a Blessing," page 14 of *SONG TREASURES*. No. 8. Dialogue for three boys. If possible have a curtain hung on a wire, and draw it when the actors are ready. At all events a little room should be made of curtains in one corner of the school-room into which the actors retire; it adds to the effect. The traveling lecturer should wear a silk hat and spectacles; the farmer can stand near the green room, and act as though his oxen were there. This must be well acted; it is always effective. No. 9. The lecture and experiment, "The Invisibility of Nature," may be given by a young pupil; there should be a small table ready on the platform behind which the lecturer may stand. No. 10. "Cometh the Blessing Down," page 39 of *SONG TREASURES*. No. 11. The "Little Stories" will be selected from the *Reproduction Stories*, of the younger pupils. No. 12. The calisthenics, if well planned, will be the most attractive feature of all. The materials for an exercise will be found in the *JOURNAL* of October 12, and November and December *INSTITUTES*. All may not have dumb-bells. They can easily be turned on a lathe; if not, round pieces of wood, like a broom-stick handle will answer, but of course not so well. For these exercises there should be music and the motions should keep the time nicely. If there is no instrument whatever, there should be singing; but the teacher can get some musical instrument—even a drum is better than nothing. No. 13. "The Voice Within Us," page 57 of *SONG TREASURES*. No. 14. "A Reason for Smiling" or "Christmas and the Miser." No. 15. "Christmas and the Liberal Man." No. 16. "A Christmas Stocking" or "Need of Good Nature." No. 17. "What I Would Like."

There may be several compositions if there is time for them. No. 18. "Glad Christmas Bells," found in this exercise. No. 19. "Our Country" other selections may be added to those given. No. 20. "Christmas among the Poets," will be an appropriate closing piece. In this the teacher should take a part, introducing it by fitting words. Then he asks, "What has Mr. Clark said about Christmas?" A pupil reads or recites the poem. When this is finished the teacher says, "Mr. Bryant has written some pleasant words about Christmas. What are they?" These are read or recited, and thus in turn all the selections are presented. No. 21. "The Dearest Spot," page 24 of *SONG TREASURES*. Further material will be found in back numbers of *JOURNAL* and *INSTITUTE*. Or if the time to be given to the exercise is longer than we have provided for, other exercises may be added.

### SALUTATION.

It is a pleasure to open these Christmas exercises; all are welcome here.

We all love holiday customs. What man, woman, or child but has heard of an old, gray-headed gentleman, called Santa Claus, who visits all sorts of people, both poor and rich, about this time! Alas, as we grow older the illusion disappears; we wise ones shake our heads when the younger ones speak the name. But he is a part of the joyful festival. Christmas brings a holiday to everybody except the cooks. Quarrels are forgotten, old friendships are renewed, and there is a universal spirit of charity and good will.

In no place is Christmas more welcome than the school-room. It has been talked of as we came and as we went. Besides, by faithful study, and worthy conduct, we have been making ready for a long time for this day. We ask the hearty co-operation of our friends to make this a joyful occasion.

We are here to become good citizens, intelligent voters, upright judges, and to be a credit to our country. We like candy, cake, and nuts, it is true, but there is no sin in that; we like to do well in our studies—that you will agree is a good thing. We like to have a good time, and have arranged a program that will, we hope, please all. Again I bid you a hearty welcome.

There is only one source of regret at this time; it is this—how few will get gifts and how many get none! I do not mean right here in our school, but I mean the world over. We ought to be able to see that all in this school and indeed all in this vicinity are not left to starve or freeze, any how. Let us be a general committee to see to this. And now I feel certain I have opened in proper form a brilliant series of exercises. I have set the ball rolling. I have given you all a welcome and now I will retire.

### WHY WE KEEP CHRISTMAS.

Five pupils, three girls and two boys, come up on platform, and four of them stand in a line; the fifth stands apart and asks:

Do we keep Christmas because it is a time of giving and receiving gifts, because we have good things to eat, wear our best clothes, and have a good time generally? Is it for this that bells are rung and sweet songs sung?

(The four pupils shake their heads in a very wise way, and answer in concert):

Oh, no! no! no!

(Fifth pupil.)

Perhaps we keep Christmas because we have a holiday and no lessons to learn.

(Four pupils.)

Oh, no! no! no!

(Fifth pupil.)

Then tell me, boys and girls, why it is kept so joyfully o'er all the land;

There must be a reason be that all of us should know,

And do not shake your heads so wisely and so slow,

And always answer my requests with no, no, no;

But tell me why it is, and we will go.

(Four pupils in concert.)

"Long ago, across the sea,

Christ was born on Christmas day;

O'er the hills of Galilee

Shone a star of brightest ray.

"And a mighty angel band

Sang the joyous song of heaven:

Peace, good will, O every land,

Unto you a child is given."

(Fifth pupil.)

And it is for this gift to mankind that Christmas is kept?

(Four pupils.)

Oh, yes! yes! yes! (All bow and retire.)

### ALWAYS HAPPY.

#### A DIALOGUE.

*Mary.*—(Walking with parasol, etc., meets her friend.) Why, Fanny, is that you? What makes you so happy?

*Fanny.*—Me! Oh, I am always happy!

*M.*—Are you? Tell me how you manage it.

*F.*—Why, in the first place, I keep very busy; if you don't have anything to do, you will be miserable enough.

*M.*—Well, I work some; that is, at my lessons, but it makes me miserable to have long lessons. I like to play better than work.

*F.*—So do I, and I play all I can, but all play would make one miserable, too. I get tired of play, don't you?

*M.*—Yes—after a while, I suppose.

*F.*—Then I think of helping other—I like to help mamma in the house, and go of errands; then I can run; it makes me happy to run.

*M.*—But it is hard work to go on errands, I think, especially if you have a heavy bundle.

*F.*—Oh, I don't mind a bundle! I just think I am having a game, like "Old Mother Gray," or "Drop the Handkerchief." I am sure you have to do considerable walking in either of those plays.

*M.*—I saw you the other day with a pail in your hand—and you were *whistling*. Ha, ha!

*F.*—Yes, very likely; that is because the pail was heavy. The boys say they whistle when things go hard, and so I thought I would try it. Of course I stop if I meet any one.

*M.*—Of course. But where are you going?

*F.*—I am going to see Sarah Collins. Come along; we will have a real nice time. We can whistle all we like, too. (They go off—some boys behind a curtain can whistle "Yankee Doodle." Both sing together.)

### YOUNG HEEDLESS.

Young Heedless is a boy

Who lives in every town.

His name? 'Tis sometimes Johnnie Smith,

And sometimes Johnnie Brown.

Young Heedless goes to school

When he can find his hat;

At home he loves to play at ball

When he can find his bat.

Of mittens, one is gone;

Of rubbers, two or more;

And on the very coldest day

He never shuts the door.

The hammer's always lost,

The saw left on the ground,

And when he wants his button-hook,

It never can be found.

To buy a piece of beef,

You send him to the shop;

He loses all the change he had,

And brings you mutton-chop.

For all these careless things,

And more that I can name,

Young Heedless feels quite sure

He never is to blame.

### HOW JOHNNY GOT RICH.

Young John White, running on the road, a horse-shoe chanced to find;

He stopped, and stooped, and turned it o'er, and this came in his mind:

"I'll pick it up and carry it home, and sell it then," said he,

"There's as much in saving as in gaining," the Scotchman said to me."

Then Johnny found upon the shore a vessel high aground,

The nails, and spikes, and bolts, and bars lay scattering all around;

"I'll knock them out and carry them home, and sell them then," said he,

"There's as much in saving as in gaining," the Scotchman said to me."

The blacksmith bought the shoe, and said, " 'Tis just the size I want, To shoe the foot that holds the horse that carries General Grant."

When Johnny took the pennies bright, he laughed, and then said he,

"There's as much in saving as in gaining," the Scotchman said to me."

The merchant took the heavy spikes, and then I heard him say, "We'll get the steelyards, Johnny boy, and see how much they weigh." He weighed them well, he paid him well; John danced and cried with glee, "There's as much in saving as in gaining," the Scotchman said to me."

#### DIALOGUE FOR THREE BOYS.

(Let one boy who is to represent a traveling lecturer have on spectacles, and a traveling bag in his hand; the other two be dressed as farmers.)

*Farmer.*—Where are you going, stranger?

*Traveling Lecturer.*—I am on my way to the city, to deliver a lecture on astronomy.

*F.*—Astronomy! what is the good of lecturing on that, I'd like to know?

*T. L.*—It gives one information concerning sublime and wonderful things; about the distant planets, and the still more distant stars.

*F.*—I want to know what under heaven there is so dreadful in them that you make such a fuss and talk about them. They are all plain enough. I don't see (*turning around*) anything so 'markable in creation. I find more profit in contriving how to fat my pork and beef in one year than in thinking about creation. (*Looking quickly around.*) Look out there, John, don't let that off one hook the old mare.

*T. L.*—Those employments are indeed necessary and truly commendable, yet there are many superior pleasures which demand our admiration.

*F.*—Oh, I see. You are one of those college-larn't chaps, ain't you? I've often thought I'd like to 'spute awhile with one of you young fellows, some time. Pray now, let a body hear what some of them things in astronomy are that are so remarkable.

*T. L.*—Why, I think the order of the solar system, the regularity with which the planets move around the sun, their center, the motion of the earth, which occasion the pleasing variety of the seasons, are delightful to contemplate.

*F.*—Pon my soul, your colleges do get up something, don't they? Do you mean that this great masterly world ever moves, or what the plague do you mean?

*T. L.*—Why, certainly. I refer to the diurnal and annual motions of the earth.

*F.*—What on earth do you mean by your luluinal motions. That's something now.

*T. L.*—I mean revolving on its own axis from west to east in twenty-four hours.

*F.*—What do you say? This great world turns over every day? And nobody knows nothing about it? If this world turns over, what's the reason my pond down there in the meadow never got upset, and all the water spilled out long ago? Do you think my farm ever turns over?

*T. L.*—Your farm being connected with the rest of the globe, undoubtedly turns over with it.

*F.*—What do you say? All the world turns over, and my farm turns over too? (*Takes off his hat and scratches his head.*) Though perhaps my farm being about in the middle here, would not be affected so much. But what if anybody should get close to the edge, and it should get to whirling and whirling. I guess it would make their hair whistle, and like enough it would throw them off.

*T. L.*—I don't know what you mean by the *edge*. This world is round like an orange.

*F.*—Why, you talk more and more like a crazy man. What! this world round! Why, it is as flat as a pancake.

*T. L.*—The greatest philosophers give it as their opinion, that it is round.

*F.*—What do you think I care what your bolosopers say, when I know 'tain't so, and any half-witted fellow would know better?

*T. L.*—Unless you bring some arguments to confirm this, I don't see why you should disbelieve them.

*F.*—Why, I know 'tain't so, and that's reason enough.

What! this world round, and folks live on it, too, and turn over and over? That's a plaguy likely story! But if you want to hear my arguments, you shall hear them:

Do you s'pose that folks like flies and mosquitoes can stand and stick on with their heads down? Why, if this world should only turn up edgeways, all the houses, and walls, and fences would get to a-sliding and a-sliding, and as soon as they got to the edge, would fall down, down, down, and finally never stop. That would be a nice way to have things, wouldn't it? Say.

*T. L.*—The atmosphere and all things turn with us. So that it would not affect us in the least, because our feet would point to the center of the earth all the time as they do now.

*F.*—Why, yes, it would. If anybody should get to the edge, and it should get to whirling around, 'twould give them a plaguy hist, and like as not send them off. And that ain't all, 'twould make their heads swim so they couldn't stand. What do you think of that, ha? Why, I tell you this world is flat and laid upon its foundation, or it couldn't stand.

*T. L.*—What supports this foundation?

*F.*—Hem, hem, hem. Why, how the plague do you think I know? But I know 'tis so, and that's reason enough. What do you ask such plaguy foolish questions for? Anybody knows this great world could not stand without having something to stand on.

*T. L.*—But if it has a foundation, how does the sun get through?

*F.*—Hem, hem, hem. That's another foolish question. But there's no difficulty at all in that. Why there's a hole made just big enough for the sun to get through without weakening the foundation.

*T. L.*—But there's one more difficulty. The sun is so much larger than the earth, that in going through it would destroy your foundation.

*F.*—What do you say? The sun bigger than this great world? You are a great dunce that is certain. Why it ain't a bit bigger than one of those cart wheels.

*T. L.*—If it is so small, how can it light this earth at so great a distance?

*F.*—Why, hem, hem, hem. I don't really see into that myself. But then I don't s'pose it is such a despit ways from us. I don't think it is more than a mile and a half to two miles or such a business. But I don't see how it gets through the foundation, I confess.

*T. L.*—Perhaps it don't get through, but just gets

#### Welcome Song.

1. Wel-come here, wel-come here, Friends we love with hearts sin - cere,  
2. All a-round, all a-round, Smiles of love and joy a - bound,  
Joy - ful we, all to see, Oh, how hap - py we shall be;  
Hap - py days, cheer - ful lays, Oh, the joy - ful school-time days;  
Here our les - sons we re - view, Here we sing our songs to you,  
Day by day we must im - prove, Make re - turns for care and love,  
Hap - py hours, grow-ing powers, May all pur - est joys be ours.  
Hap - py hours, grow-ing powers, May all pur - est joys be ours.

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What! this world round, and folks live on it, too, and down behind the trees, out of sight and comes right back again in the same place, and it is so small we can't see it in the night.

*F.*—That's about as cunning as the rest of your talk. Why you plaguy dunce you could see the sun in the night as plain as you could see a star, and a good deal plainer too.

*T. L.*—Then I don't see but you must give up your—

*F.*—(Breaks in suddenly.) Give it up, Not I. Think I'll give up anything I know. No sir. I've (let me see how old is Nat.) I've lived in this place nigh on sixty-four years, and I never heard of the world's turning over. Why it's impossible for it to go so fast as to turn over every day. I'll just ask my John. He's been to school considerable, and knows a sight, I can tell you. John, John!

(Enter John.) This man says that my farm turns over every day. Ain't that pretty talk? Now what do you think about it?

*John.*—When I went to school I heard the teacher telling something like it. But I don't see how it is, I never see it when it turns. It is always right side up when I'm a-looking at it.

*F.*—That's just it. You just show me the world a-tipping up, and I'll believe you. My gracious! wouldn't things pitch and tumble, hey, John?

*T. L.*—You forget that the power of gravitation holds everything in its place.

*F.*—Gravitation! What in the world is that, John? What lots of long, twisted words these college chaps use! No, sir! I tell you that you will not make me believe what I can't see with my own eyes.

*T. L.*—But just now you spoke of a foundation. Have you ever seen that?

*F.*—Not exactly; but for all that, I know this world cannot stand without having something to stand on.

*T. L.*—How do you suppose the sun, the moon, and the stars stand up without their proper foundation?

*F.*—(Turning suddenly.) John, John, start up the oxen. That college chap is a little too smart for me. Let's jog along. And I've got to believe that all men, women, and children stand on their heads half the time! No, I'll be darned if I will. (Goes off saying): Turns round; who, haw, gets up there; turns round, upside down, who, haw. (Exit John and Farmer.)

*T. L.*—He's got something to think about for some time to come. And yonder are the steepies, and I am nearing the end of my journey. (Exit.)

## LECTURE AND EXPERIMENT.

Ladies and gentlemen, we think that matter is what we can see, taste, or handle: then this pencil is matter. I can handle it, I can see it. But there is a vast amount of matter that is invisible, that cannot be seen. This I am about to show you. (Has a pan of water, a tumbler and a cork, on which is a candle only a half inch high.) Here is a pan of water: I place it on this cork and light the candle; over this I place the tumbler and press it into the water. Now why does the water go up into the tumbler? Evidently because the matter there that prevented it is removed. What is that matter? It is air. But you cannot see it. This is what I wanted to prove, that some kinds of matter are invisible.

## A REASON FOR SMILING.

Bertha was a little maid  
Wrapped in blindness' awful shade,  
Yet her face was all alight  
With a smile surpassing bright.

"Bertha, tell," I said one day,  
"Why you look so glad and gay—  
Brimming full of happiness—  
What's the joy? I cannot guess!"

In a tone of wondering,  
Speaking thoughtfully and slow,  
"Why!" said she, "I didn't know  
There had happened anything—  
Here her laughter rippled out—  
"To be looking sad about."

—SELECTED.

## CHRISTMAS AND THE LIBERAL MAN.

A boy comes in, dressed like a well-to-do man; stands erect, has a gold-headed cane.

What was that I heard the boys saying down at the corner, "Christmas comes next week on Tuesday." That's curious! How the boys do keep track of these things! (Pulls out pocket-book.) Well, I've got some money to give away; that's good. But I must not waste it, for I've had to work hard to get my money. I've got four nephews, and they have children. As I remember, there are eighteen in all. Now, every one must have something to remember his Uncle Charles by.

I will go right home and make out a list of things—skates, sleds, dolls, and so on; every one must have something. Then there is the minister, he has a large family; guess I'll send him a turkey. Then there is a poor widow with four children down the street. She sends her children to school; that will make noble men and women of them. Guess I must give her a lift, those boys would like new shoes I'll warrant.

Then there's that lame shoemaker who has a sick wife, he must have some help to pay his rent. (Opens pocket-book.) Well, I'm thankful I have the means to help the deserving.

The way to be able to help others is to be industrious, go to school, and save your money. That's the way I got mine. Now I have it, I must make good use of it. (Walks off.)

## CHRISTMAS AND THE MISER.

A large boy comes hobbling in; he has a cloak on, a cane, a stiff hat, and a wig of gray hair. He must act the part of an old man.

It is an awful thing to be worth money about Christmastime, for people always expect you to be giving presents. I've got relatives that expect me to make them handsome presents every year. Let me see (drags his hand through his hair), there is my niece, Jennie; she has been hinting for a long time that her daughter wants a piano. Why, one would cost me about two hundred dollars. I don't see why a fiddle, wouldn't do just as well. I could get a cheap one for a dollar, I guess. I'm not certain about giving a girl a fiddle, either.

Then there are five other children in that house. I wonder why a rich man has so many poor relations! Why don't they save their money and get rich, and not need presents. That's what I'd like to know.

Now s'pose I should give them all a dollar apiece. I don't say I will, mind; that would be six dollars. (Shakes his head.) That's a great deal of money.

Then there's my nephew, John; he's got four children. Henry has got seven. Then the minister's wife is sick; then there's my hired man; he's a good fellow—he's got a wife and eight children; suppose, now, I don't say I will, mind you. Suppose I give each of them, father,

mother, and all, ten cents apiece—there's another dollar. Whew!

Then there's old Peter Peghauser that pulled me out of the river when the boat was swamped. I suppose I ought to give him something. I told him I would remember him, and I do remember him, don't I? But I haven't given him anything yet. Why do people need to give a man something when he saves their lives? How would a dollar do for him. Then there's that little girl that always says, "Good morning, Mr. Tightfist," so prettily. I'll give her—a penny. Twon't do to go too heavy on presents. Makes people proud, you know.

I wonder how much that all makes. I gave away ten dollars last year—a monstrous sum of money. Don't believe it did any good, either. Nobody gives me any presents. I don't want any, neither; if they give me a present worth ten cents, they would expect one from me worth ten dollars.

I don't make any money giving presents. (Hobbles off.)

## A CHRISTMAS STOCKING.

CHARACTERS.—A girl dressed as an old lady, seated in large chair. A very little girl, five or six years old, comes in, runs to old lady, and kneels on a hassock at her side, so as to face audience.

Child recites:—

Grandma, have you quite forgotten  
That to-night is Christmas Eve?  
Santa Claus will come with presents,  
Which good children shall receive.

Long ago (spoken slowly and emphatically) I wrote a letter, (imitating on grandma's knee the process of writing),

Told him all that he should bring,  
And I've tried so hard to please him,  
So he'd not forget one thing.

But to-day I've been a-thinking (puts hand to head);  
I have asked him for a sled,  
And a doll, and books, and candy,  
Golden ring, and mittens red.

(As she enumerates articles, she holds up forefinger and moves it down as if to check off each, at same time nodding head.)

Such a lot of things I've asked for,  
That my stocking will not hold (holds up small stocking). Will you lend me yours, dear grandma (drops stocking and clasps hands, looking up into grandma's face),  
For you are so very old.

That I'm sure yours must be larger (holds up her stocking by the top, and measures with the other hand as far below the toe as she can reach),

Then a little girl's like me;  
Then he will leave all my presents (last three words spoken very slowly),

When he comes here; don't you see?

(Grandma hunts in large work-basket beside her, and produces a very large stocking, which she gives to child, who on seeing it, claps hands, then seizes it, and runs off stage, laughing gaily at audience.)

## NEED OF GOOD NATURE.

[A dialogue for two pupils.]

Characters: MARY.  
JANE.

Both should be dressed for "company." The former is disposed to be cross; the latter is good natured. It should have action, and be made bright.

Mary. (Walking about.) I am tired of waiting; I am sure I have been here two hours. (Knocking hard.) There she comes—but I must be cross with her. (Enter Jane.)

Jane. Well, I think we shall have a fine time—but what is the matter? You look cross.

M. And why shouldn't I? I have waited here for two hours.

J. Two hours! Why, the clock is just striking now. I was particular to be in season, and to be in a good humor.

M. Have you heard the news?

J. No; what is it?

M. Oh, I must not tell you—it—

J. Why, it cannot be about Jessie Smith's marriage. I heard of that a week ago.

M. (Crossly.) Who told you, I would like to know. It was given to me as a profound secret.

J. (Laughing.) It has been given out as a profound secret to a great many, I suppose.

M. I declare! I won't speak to Minnie Jones again!

J. Oh, never mind that. Why, we sha'n't enjoy ourselves a bit if we don't keep good natured. Tell me about your visit to Washington.

M. Oh, we had such a lively time. Uncle Harry took us all round; we went up in the monument and down to Mount Vernon.

J. Why, what a charming thing it must have been!

M. Yes, it was, but there was the meanest girl at our boarding house you ever saw. She acted real mean to me; I don't want to see her again. She sat at the table so (acting), and though she had a blue silk dress on, she ate with her knife. Ugh!

J. You went up to see President Harrison?

M. Yes, and shook hands with him, too; but there was the crossest door-keeper there; he made us go up a pair of steps and go through a window!

J. But all the rest had to go, didn't they?

M. Oh, yes, but he was real ugly to our party. I—

J. You went to the capitol?

M. Yes, but how it did rain. It rained on purpose to spoil our pleasure and make people sick.

J. Do you know that there is to be a new tenant in the Rice homestead?

M. Oh, no; is there? I hope they will be nice people. That Anna Rice was perfectly horrid. She used to go above me in the spelling class every day.

J. (Laughing.) Why, that's to her credit.

M. Now, Jane Wilkins, aren't you ashamed! I have a good mind not to go with you.

J. See, there comes the horse-car; let's hurry, and do be good-natured in the car.

M. Of course I will. I am ill-natured only at home. (Exit.)

## WHAT I WOULD LIKE, ETC.

I have been thinking for over a month what I would have Santa Claus bring me, if I could choose. If I should say a horse, I should have a great deal of trouble. He might get sick, and then to think of the hay and oats he would eat!

If I should say a new suit of clothes, they would be so nice that I could only wear them on Sundays and probably a good many would think I went to church to show them off; then too they would wear out.

If I should say a trunk full of money, I should have to sit up nights to watch it. I would not dare to go away from home for fear of being robbed, and I am afraid it would make me very selfish. I have concluded to ask the advice of my schoolmates. Can you advise me? Who is ready?

A little child.—I would get a box of candy.

Well, I should want a pretty big box, for I should want to bring it here and give you all you could eat. But the doctors say candy is a very poor article of diet. Who else?

Another pupil.—I think a pair of skates would be about the thing.

Thanks for that suggestion. I have the impression that Santa Claus has a good lot of those on hand already.

(This may be continued to as great a length as the time will allow. The speaker closes with): Kind friends, I am as much in doubt now as ever. We find from this discussion that there is no gift but may bring some trouble along with it; every gift is not a blessing. I am of the opinion that the wise Solomon was right when he placed so great a value on CONTENTMENT.

## OUR COUNTRY.

## FOR SEVEN PUPILS.

A pupil ascends the stage, carrying a flag; he holds it in his hand while he speaks.

It is the duty of every true American to love his country—our glorious, peerless land. There is no other such land on the broad face of the earth. It is to this union of states that we owe our greatness as a nation.

(Points to the flag.) Behold the American flag; it is our flag; it is the protector of dignity abroad; it is honored and feared in all lands. All are freemen that gather under its folds. Every year that flag has floated in the breeze of heaven, has been a year of added happiness to millions. Let us dedicate ourselves, young though we are, to upholding the honor of that flag. Let us dedicate ourselves to upholding the honor and usefulness of our public school system.

I will now call upon my fellow pupils to give me the

sentiments of poets and orators on the subjects of patriotism and education.

(Second pupil.)

Edward Everett says: It is our public schools that give the keys of knowledge to the mass of the people. They are as important as the common air, the common sunshine, the common rain.

(Third pupil.)

Lord Brougham says of teachers: "Their calling is high and holy; their power is the property of nations; their renown will fill the earth in after ages. When he rests from the world he bequeaths his memory to his generation, and sleeps under the epitaph, 'One in whom mankind lost a friend, and no man got rid of an enemy.'"

(Fourth pupil.)

Our flag is there, our flag is there,  
We'll hail it with three loud huzzas;  
Our flag is there, our flag is there,  
Behold the glorious Stripes and Stars!

Stout hearts have fought for that bright flag,  
Stout hands sustained its mast-head high;  
And oh! to see how proud it waves,  
Brings tears of joy to every eye.

(Fifth Pupil.)

Flag of the free heart's hope and home!

By angel hands to valor given.

Thy stars have lit the welkin dome,

And all thy hues were born in heaven.

Forever float that standard sheet!

Where breathes the foe but falls before us?

With freedom's soil beneath our feet,

And freedom's banner streaming o'er us.

—JOSEPH RODMAN DRAKE.

(Sixth pupil.)

Onward, flag of glory, flying,

Grandest earthly banner thou;

Higher rise to fame undying,

Borne aloft by freedom now.

Thine, O Stars and Stripes, the story

Of a nation's wondrous birth;

Symbol of its brightening glory,

Won from field and conflict gory,

Symbol of its power and worth.

—SYLVANUS DRYDEN PHELPS.

(Seventh pupil.)

Flag of the heroes who left us their glory,  
Borne through our battle fields' thunder and flame,  
Blazoned in song and illumined in story,  
Wave o'er us all who inherit thy fame!  
Up with our banner bright,  
Sprinkled with starry light,  
Spread its fair emblems from mountain to shore;  
While through the sounding sky,  
Loud rings the nation's cry,  
Union and Liberty! one evermore.

#### CHRISTMAS AND THE POETS.

##### FIRST PUPIL.

O tell us, Magi! answer learned seer!  
Who long foretold the branch from Jesse's stem;  
Know ye the time the meteor should appear?  
That ushers in the Babe of Bethlehem?

Each wise man seized his astrolabe,  
Each gray-haired wizard stretched his wand,  
To find where breathed the Holy Babe,  
That should be King of all the land.

When, hark! the stillness of the night;  
Is broken by triumphant song:  
The plains are bright with heavenly light,  
Reflected from that heavenly throng.

And this the burden of their song:  
"To God the highest glory give,  
For right shall triumph over wrong,  
Repentant sinners now may live.

For lo! the Prince of Peace is born,  
Hosanna, in the highest sing!  
For you in Bethlehem is born  
The lordliest Lord, the kingliest King!

This day, within a manger, born  
The Priest, who shall good tidings bring.  
Sing ye, the Mighty Conqueror, sing!  
For Christ is born this Christmas morn."

—SIMEON TUCKER CLARK.

##### SECOND PUPIL.

No trumpet blast profaned  
The hour in which the Prince of Peace was born,  
No bloody streamlet stained  
Earth's silver rivers on that sacred morn;  
But, o'er the peaceful plain,  
The war-horse drew the peasant's loaded wain.

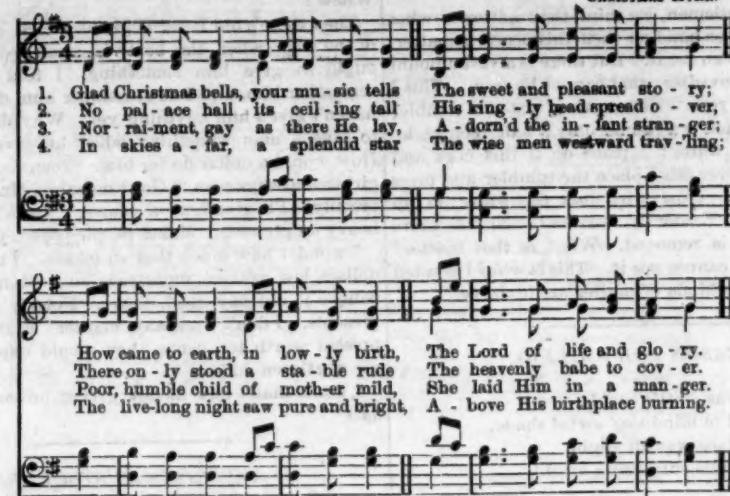
—WILLIAM CULLEN BRYANT.

#### THE SCHOOL JOURNAL.

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#### Glad Christmas Bells.

CHRISTMAS HYMN.



5 Where on the hill, all safe and still,  
The folded flocks were lying,  
Down through the air an angel fair  
On swiftest wing came flying.

6 "Glad news I bring, the promised King  
Lies in a stable yonder:  
A manger His rude dwelling is,  
There lies He, the world's wonder."

7 A multitude then round them stood,  
And joined in joyful singing;  
And with their cry the very sky  
From end to end was ringing.

8 "Glory to Thee for ever be,  
God in the highest glory!  
Good will to men, and peace again,  
O earth, is beaming o'er thee!"

(3)

##### THIRD PUPIL.

At Christmas-tide the open hand  
Scatters its bounty o'er sea and land.  
And none are left to grieve alone,  
For love is heaven and claims its own.

—MARGARET E. SANGSTER.

##### FOURTH PUPIL.

Blow, bugles of battle, the marches of peace;  
East, west, north, and south, let the long quarrels cease;  
Sing the song of great joy that the angels began,  
Sing to God and of good will to man!

Hark! joining in chorus  
The heavens bend o'er us!

The dark night is ending, and dawn has begun.

—JOHN G. WHITTIER.

##### FIFTH PUPIL.

This happy day, whose risen sun  
Shall set not through eternity,  
This holy day, when Christ the Lord,  
Took up on him our humanity,  
For little children everywhere.  
A joyous season still we make,  
We bring our precious gifts to them,  
Even for the dear child Jesus' sake.

—PHOEBE CARY.

##### SIXTH PUPIL.

Again at Christmas did we weave  
The holly round the Christmas hearth;  
The silent snow possessed the earth.

—ALFRED TENNYSON.

##### SEVENTH PUPIL.

Angels of Bethlehem, answer the strain!  
Hark! a new birth-song is filling the sky!  
Loud as the storm-wind that tumbles the main,  
Bid the full breath of the organ reply;  
Let the loud tempest of voices reply  
Roll its long surge like the earth-shaking main!  
Swell the vast song till it mounts to the sky!  
Angels of Bethlehem, echo the strain.

—OLIVER WENDELL HOLMES.

##### EIGHTH PUPIL.

It is the calm and solemn night!  
A thousand bells ring out, and throw  
Their joyous peals abroad, and smile  
The darkness—charmed and holy now!  
The night that erst no shame had worn,  
To it a happy name is given;  
For in that stable lay, new-born,  
The peaceful Prince of earth and heaven,  
In the solemn midnight, centuries ago.

—ALFRED DOMMETT.

##### NINTH PUPIL.

It came upon the midnight clear,  
That glorious song of old,  
From angels bending near the earth,  
To touch their harps of gold;  
"Peace to the earth, good-will to men,  
From heaven's all-gracious King!"  
The world in solemn stillness lay,  
To hear the angels sing.

—EDMUND H. SEARS.

##### TENTH PUPIL.

Shepherds at the grange,  
Where the Babe was born,  
Sang, with many a change,  
Christmas carols until morn.  
Let us by the fire, ever higher,  
Sing them till the night expire.

These good people sang  
Songs devout and sweet;  
While the rafters rang,  
There they stood with freezing feet.  
Let us by the fire, ever higher,  
Sing them till the night expire.

—H. W. LONGFELLOW.

##### ELEVENTH PUPIL.

Hark! the Christmas bells resounding,  
Earth's old jargon all confounding!  
Round the world their tumult, bounding,  
Spreads Immanuel's matchless fame!  
Million hands their offerings bringing,  
Million hearts around Him clinging.  
Million tongues hosanna singing,  
Swell the honors of His name.

Crown Him, monarchs, seers, and sages,  
Crown Him, bards, in deathless pages!  
Crown Him, King of all the ages!  
Let the mighty anthem rise.  
Hark! the crash of tuneful noises;  
Hark! the children's thrilling voices,  
Hark! the world in song rejoices,  
Till the chorus shakes the skies.

—GEORGE LANSING TAYLOR.

##### TWELFTH PUPIL.

Heap on more wood! the wind is chill;  
But let it whistle as it will,  
We'll keep our merry Christmas still,  
Each age has deemed the new born year,  
The fittest time for festal cheer.

And well our Christian sires of old,  
Loved when the year its course had rolled,  
And brought blithe Christmas back again,  
With all its hospitable train.  
Domestic and religious rite  
Gave honor to the holy night;  
On Christmas eve the bells were rung;  
On Christmas eve the mass was sung;  
That holy night in all the year,  
Saw the stoled priest the chalice rear,  
The damsel donned her kirtle sheen;  
The hall was dressed with holly green;  
Forth to the wood did the merry-men go,  
To gather in the mistletoe.  
Then opened wide the baron's hall,  
To vassal, tenant, serf, and all;  
Power laid his rod of rule aside,  
And Ceremony doffed his pride;  
The heir, with roses in his shoes,  
That night might village partner choose;  
The lord, underogating, share  
The vulgar game of "post and pair."  
All hailed with uncontrollable delight  
And general voice the happy night,  
That to the cottage, as the crown,  
Brought tidings of salvation down.

—SIR WALTER SCOTT.

## CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

A SIX-THOUSAND MILE JOURNEY.—The delegates of the Pan-American congress returned to Washington after a 6,000-mile journey through different states. Some remarkable speed was made during the trip. They rode from Omaha to St. Louis in eighteen hours. What are these delegates here for? What is the fastest speed of trains? A rate of thirty miles an hour is how many feet a second?

SAMOA'S COALING STATION.—The United States will locate a coaling station at Samoa, the right having been secured by the late treaty. Why is a coaling station necessary? What was Samoa once called? What is the climate? Productions?

THE MUSCLE SHOALS CANALS.—A vessel has just passed through the Muscle Shoals canals. These were built to overcome obstructions in the Tennessee river, at a cost of \$4,000,000, and open water traffic between Chattanooga and the Mississippi for nine months in the year. How will this benefit that city? Tell of Chattanooga's history during the war.

A RAILROAD TO CENTRAL AMERICA.—The building of a road from the border of the United States to Guatemala, with branches east and west, will soon be begun. What is the distance? How will it help the United States? Whose descendants are the Mexicans? Who were the Aztecs?

ROUTE TO JAPAN.—The British expect soon to have a route from England to Yokohama, by way of Halifax, Vancouver, and the Pacific. What do we get from Japan? For what are the Japanese noted?

THE BOISE FORT CHIPPEWAS.—This tribe has made an agreement with the United States government to give up their reservation in northern Minnesota and take land in severality. They want schools established. Mention some Indian traits. What is a reservation? In what states are Indians found? Why have they nearly disappeared from the Eastern states?

FAMINE FEARED IN THE TRANSVAAL.—Great distress is caused in the Transvaal on account of the failure of crops from drought. Breadstuffs are very high in Johannesburg. Where is Johannesburg? For what is it noted? (Gold mine.)

CHINA AND RUSSIA.—China is arming her troops on the Russian frontier with repeating rifles. The soldiers are being drilled by German officers. What Russian territory joins China? By what is a portion of the Chinese line guarded? Why was it built?

PARIS EXPOSITION CLOSED.—The exposition has just closed. It is estimated that twenty-five million people visited it, of whom ninety thousand were from the United States. The Eiffel tower receipts was \$1,200,000. What happened in France one hundred years ago? Describe the Eiffel tower.

EDISON'S PHONOGRAPH IN MEXICO.—President Diaz has just received a phonograph presented to him by Mr. Edison. The president sent his thanks on a phonographic roll to the inventor. Describe a phonograph. What else has Mr. Edison invented?

GONDAR BOMBARDED.—This ancient capital of Abyssinia has been bombarded by the dervishes, and burned. Since the defeat of King Theodore by the British, the city has dwindled from 60,000 population to less than one-tenth that number, composed of Christians and Mohammedans. Locate Gondar. Tell what you know of the people of this country.

THE TWO DAKOTAS ADMITTED.—President Harrison has issued the proclamation admitting the two Dakotas as states. What are the other two new states? When was Nevada admitted? Colorado?

AN ALASKAN AURORA.—A member of a United States surveying expedition at Fort Yukon, describes the aurora borealis as seen there lately. It looked like a rainbow flying up toward the zenith. Then it divided into two parts, one going toward the east and one toward the west. He says it was accompanied by a hissing noise. What causes this phenomenon?

FLOOD IN THE YANG-TZE KIANG RIVER.—The river is very high, and there is great suffering all along it. Five hundred families were drowned at Wang-Choo, while in one district 10,000 people are homeless. Which of the rivers in this country have had destructive floods lately?

OIL DISCOVERED IN CANADA.—American capitalists are

sinking oil wells at Gaspe on the south side of the gulf of St. Lawrence. What state of the Union is noted for oil? What are the products of petroleum?

REBELLION IN GUATEMALA.—Arms are being shipped from New York to Chiapas, to be used, it is said, in a rebellion. President Diaz is credited with connection with the movement. He is ambitious to be dictator of all that lies between the Rio Grande and the isthmus of Panama. What countries does this include? What language is spoken there?

GOING AROUND THE WORLD.—A young lady journalist of New York has started for a trip around the world. Among the places she will visit are Portsmouth, Calais, Paris, Turin, Aden, Colombo, Penang, Singapore, Hong-Kong, Yokohama, and San Francisco. She will try to make the trip in seventy-five days. Locate these cities. Who was the first to go around the world?

CANADA'S NEW MINISTER.—C. C. Colby, M. P., for St. Aristed, Quebec, will enter the federal cabinet next month as president of the council. What is the federal council? Name the Canadian provinces. Who settled Canada? When and how did England acquire it?

SWINDLING EMIGRANTS.—Sixty-five persons were tried in Austria for swindling Galician peasants, getting them to emigrate to America by false statements, and then obtaining a commission on the passage money. Where is Galicia? Where do emigrants land in New York? Why do they come here?

## THINGS TO TELL PUPILS.

TOKIO THREE HUNDRED YEARS OLD.—August 26, 1589, Ieyasu took possession of a ruined castle on the bay of Yedo, and proclaimed it the capital of the territory conferred on him by the ruling conqueror, Hideyoshi. The site for a great military and commercial city was the finest in Japan, and Ieyasu decided to fortify it so that his descendants could hold their power indefinitely in spite of the imperial court at Kioto. Hence he built a wall from the bay to the Sumida river enclosing nine square miles of land, which he provided well with defences. A law was passed that the provincial lords, or daimios, should live at Yedo six months in the year. This so increased the importance of the city that early in the seventeenth century the population was one million. The structures stretched beyond the walls until land ten miles square was occupied. In 1868 the house of Ieyasu was overthrown by a combination of rival daimios, and the rightful ruler resumed the sway taken from his ancestors. Yedo was then called Tokio or Eastern Capital. Since that time feudalism has been abolished, a parliament established, a code of laws adopted, and many other improvements made. Tokio's ter-centenary was celebrated August 26 last.

A WONDERFUL YOUNG MUSICIAN.—New York people have discovered a musical wonder in Otto Hegner, the boy pianist. His touch is described as peculiarly round and mellow, and at the same time clear and sympathetic. His playing is also noted for finely-marked accent, great celerity, swift and even trills, and judicious management of the pedals. He has a delicately sensitive ear for all gradations of tone, and fine inborn taste, as to the charm of sound. Hegner is a more finished pianist than Josef Hofmann, but the latter has vastly more genius as an improvisator.

MORMON MONEY.—The Latter Day Saints of Utah use a queer substitute for money. It is what is known as tithing script, and is used to aid in the exchange of the grain, hay, live stock, and produce at the tithing-house. For one department there are greenbacks, for another brownbacks, etc. It is very much like a bank note, and has in one upper corner the number. In the lower left-hand corner is the *in hoc signo* of Mormonism, a bee hive. Each note bears the signature of the presiding bishop. On the back is the denomination again, and a vignette of the new temple at Salt Lake City; it also bears the wording: "This note is not current except in the merchandise and produce departments of the General Tithing Store-house." What gives paper currency its value?

LEGENDS OF THE HOLY GRAIL.—A Mr. Nutt has written a book containing the results of his investigations concerning the legends of the Holy Grail (according to mediæval tradition, the cup of emerald that held the wine at the first celebration of the Lord's Supper). It is told that it was carried away and hidden, and a search

for it was begun, but no one not perfectly pure in thought, word, and act, could ever find it. King Arthur's Knights of the Round Table were prominent participants in the quest, and on this subject Tennyson has written one of his finest poems. Mr. Nutt claims that the elements of our Grail story are of Celtic origin (in which Percival and the war god, Bran, figure), and that its history is the gradual changing of old Celtic folk tales into a poem charged with Christian symbolism and mysticism.

A SCULPTOR DISPLEASES RUSSIA'S AUTOCRAT.—Theodore Kamensky, the Russian sculptor, designed several pieces for the Winter palace, the Czar's residence. One of these represents a young mother teaching her child to walk, the latter drawing by a string a locomotive on which is the word "Liberty." This word so worked on the Czar's feelings that the unlucky sculptor lost royal favor, and is now an exile from his native land. Kamensky has secured a place as professor of art in New York. Why should the word *liberty* be hateful to the Czar? What was the fate of his father? What is done with political prisoners in Russia? (See late numbers of the *Century*.)

ASIA ADOPTING WESTERN IDEAS.—The countries of Asia have long been noted for their resistance to the introduction of foreign ideas. Their prejudice is giving way, and they are adopting many European and American inventions and discoveries. As a case in point, it is said that 270,000 umbrellas arrived last year in Calcutta alone. Furthermore, Japan is rapidly adopting foreign customs, and China has lately decided to have a railroad. What was caste in India? (A separation of the people into classes. The castes were: 1. Priests. 2. Soldiers. 3. Traders or farmers. 4. Laborers. The *pariahs*, or outcasts, ranked below all others. Inter-marriage between the castes was forbidden, and occupations descended rigidly from father to son. Enlightened ideas are sweeping all this away.)

THE ORIGIN OF ICEBERGS.—Every sailor knows the danger ships run of striking against those glittering mountains of crystals that float southward along the Atlantic coast, until melted in the warm waters of the tropics. Where do they come from? All have heard the expression, "As cold as Greenland." It is steadily growing colder. Five hundred years ago people lived there very comfortably; now human life is almost frozen out. Greenland is twelve hundred miles long and six hundred miles wide, covered all over by an ice-sea on an average 500 feet deep. This ice is constantly moving, though very slowly. In the valleys it forms vast ice-rivers that are nearing the sea at the rate of a few inches a day. The weight of the overhanging mass and the action of the waves cause large pieces to break off. These float away. An Arctic traveler who witnessed such a sight says that the separation of the iceberg from the land mass was preceded by crackling sounds, followed by others like deep-mouthed thunder. Then there was a sound as of a heavy gun fired near by, and an immense fragment parted from the land mass, careening in the water, and sending huge breakers against the shore.

THE LAUGHING PLANT.—This plant is a native of Arabia, and its seeds produce effects similar to those of laughing gas. A dwarf variety is found at Kasum, and another variety at Oman, which attains a height of from three to four feet, with woody stems, wide-spreading branches, and light green foliage. The flowers are produced in clusters and are yellow in color. The seed-pods contain two or three black seeds of the size and shape of French beans. Their flavor is a little like that of opium; the taste is sweet and the odor from them produces a sickening sensation and is slightly offensive. These seeds, when pulverized and taken in small doses, operate upon a person in a peculiar manner. He begins to laugh loudly and boisterously, and then sings, dances, and cuts up all kinds of fantastic capers. The effect continues about an hour, and the patient is extremely comical. When the excitement ceases the exhausted individual falls into a deep sleep.

MARBLE MOUNTAINS.—There has been discovered four miles south of Rattlesnake Springs, Washington, a very extensive ledge of marble, in which beautiful trees or plants of moss are as frequent and as clearly defined as in the moss agate, though the marble is not translucent. The body of the stone is mostly white, with patches of pink and blue between the bunches of moss.

## CORRESPONDENCE.

## SCIENTIFIC TEMPERANCE EDUCATION.

The meeting of the Women's Christian Temperance Union brought together at Chicago 500 or more women, representing 250,000 other women in every state and territory in the Union, all engaged in a determined battle against the saloon. A large map of the United States, hung on the walls of the room, represented in white the territory covered by temperance education laws, and in black that which is without.

The department of Scientific Temperance Education is under the direction of Mrs. Mary H. Hunt. In her report she says:

"The recent unsuccessful prohibitory amendment campaigns have been in reality attempts to focalize into law, popular sentiment against alcohol that does not exist. Few of the disheartened over these results know, or probably have stopped to think, that there is now at work an almost universal force, creating an intelligent conviction that is sure ere long to permanently reverse these defeats.

"Within seven years the legislatures of 27 states and the national congress have made the science of temperance a mandatory study in schools under their control. Only eleven states now remain without this legislation. Long before the next decade closes, scientific temperance will be a compulsory study in every public school in this republic. The lack of a variety of suitable school manuals to teach this topic, seemed an insurmountable obstacle at first.

"As a result of our unflinching refusal for four years to endorse books on this topic that fell below our standards, and of the hard work of the past year, we now report as many good, well-graded temperance physiologies, bearing our endorsement because conforming to our standards, as there are school text-books on most other topics. These are issued by different publishers and among their authors are names known to national and international fame.

"We have now four series we commend, each consisting of a well-graded primary, intermediate, and high-school book. The first is the 'Pathfinder Series,' our first books, which have been pathfinders indeed, and than which there are no better books. Let us never forget our debt of gratitude to their publishers, A. S. Barnes & Co., who published for us when no one else would.

"Next to these in the order of their publication, and which we now commend as well, are 'Eclectic Physiology Series,' published by Van Antwerp, Bragg & Co.; 'The Union Physiology Series' published by Ivison, Blakeman & Co. (being a substitute for the Smith Physiologies); and 'The Authorized Physiology Series,' published by D. Appleton & Co.

"In addition to these we have several individual books: an intermediate book entitled, 'A Healthy Body,' by Charles H. Stowell, M. D., of the State Medical University, Ann Arbor, Mich.; 'Dulaney's Standard Physiology,' published by W. J. C. Dulaney, Baltimore, Maryland; and a 'High School Physiology' now in press, by Dr. H. Newell Martin, F. R. S., Johns Hopkins University.

"The best laws and the best books are useless without interested teachers, but each year shows the teachers more ready to adopt practical methods as fast as these are developed and presented. This year teachers are reported as doing more and better work than ever before.

"While it is yet hardly time to look for results from this work, reports coming from all parts of the country testify that public opinion is being influenced by what is taught in the schools, that classes of people inaccessible by other instrumentalities are being reached; that in many cases the habits of parents are being changed, and that a generation is in training for whom the saloon will have no attractions. These results are most marked where these laws are best enforced with our endorsed text-books in the hands of the pupils.

"Give us time enough and good-bye to the hallucination abroad in the land that there is something good in alcohol for beverage purposes, and good-bye to the saloon that cannot exist after that hallucination is dispelled.

"The great events in history that we call progress have been the slow fruitage of seeds of truth sown in the human mind. A little more than 500 years ago Wycliffe translated the Bible into English. Volumes were chained to reading desks in open churches and the printing press that followed gave truth a wider hearing. As surely as Luther and the Reformation were the

sequel of the open Bible in the language of the people, as surely as constitutional liberty followed the Magna Charta and the printing press, so surely will alcohol be abolished from the habits of the people who have learned through the schools of its evil nature and effects, and so surely will the overthrow of the saloon follow the enactment of these Scientific Temperance Laws and the study of these temperance text-books, both of which are echoes of the primordial decree 'Let there be light.'

E. L. BENEDICT.

**WHISPERING IN SCHOOL.**—Do you consider whispering to be so great a crime that a pupil should receive corporal punishment? It is a rule in the first primary grade for children from five to seven years of age that if a pupil whispers once during a session, he must remain in fifteen minutes; for more offences a longer time is required. In the second primary class for five whispers a pupil was severely flogged. In all the grades above the primary, flogging is given for one offence. I should like the opinion of the JOURNAL on the question, and also to know what is the practice elsewhere?

Poultney, Vt.

There are really two questions: first, in relation to inflicting corporal punishment; second, as to the whispering. Fifty years ago, if a boy was flogged for anything or nothing, people said, "Served him right"; so probably in some schools twenty-five years ago. But a change has taken place; in a good many cities the practice of inflicting corporal punishment is forbidden, of which New York City, with its 150,000 children is an example. People are more humane toward children than they used to be. Great crimes have been inflicted on children on the supposition that they were bad by nature. Then a change has taken place in respect to the rank among crimes which whispering should take. It was once almost the highest crime the school boy could commit. It is no crime; it is an inconvenience; it is a disturbance of the quiet needed in the school-room. Moving the feet, and "studying out loud" are as great crimes. Just how to obtain quiet is a practical problem and one that confronts the teacher every day. Shall he single out one of the causes of noise and flog for that? From a practical standpoint we should say not. It may stop whispering, but will it teach self-control? That is a greater object than even quiet. We should urge the teacher to aim at teaching the pupil to control his tongue, hands, and feet, and to try all the time to so move and act as to be a help and not a hindrance. To reach this, use incentives and not pain. There are very many teachers, especially of the "new education" sort, that say very little about whispering; they fully employ their pupils, they make the school-room a happy place, they get the co-operation of their pupils, and thus this high crime is not committed. As to "keeping in" that punishes the teacher more than the pupils.

ANNA D. ROSE.

**A MEAN BUSINESS.**—The tendency here is to decapitate any one who recommends an "outside" journal of education. Our state has a herd of sycophants who delight in seeing their names paraded in the paper; they fly into a rage if any one mentions another journal.

X. X. X.

This is a pretty state of things, but even teachers are not saints; no, "not by a long shot"—as the boys say. There are all sorts of people. We don't object to jealousy so much as we do to those fellows who stand around and want to get \$5 or so for their influence or for recommending or allowing a school journal.

**TONIC SOL-FA SYSTEM.**—Can I teach music by the Tonic Sol-fa system? If so, tell me plainly, how.

ANNA WERNER.

You certainly can, if you can sing the scale. Theo. F. Seward, 9 University place, New York City, is introducing it. Write to him. But put a few letters on the blackboard and begin to-day. Thus d, r, m, f, s, l, t, d. (These are the initials of do, ra, mi, fa, so, la, ti, do.) Practice away, practice away! Then put on a little tune, thus: s, m, m, f, r, r, d, r, m, f, s, s: s, m, m, f, r, r, d, m, s, s, m. (Of course the teacher must see to the time. This the book explains. Thus go on; only do something.

**CORRECT EXPRESSION.**—Is it correct to say, "I wish you to carefully repeat the proposition?" I heard this and called the attention of our professor at the summer school to it, but he said it was right.

R. G. P.

It is not grammatical because the preposition is separated from its verb; to separate verb and preposition is against the rules of grammar. The verb is, for example, "to repeat;" putting in "carefully" makes an entirely new verb. There is no authority for separating "to" from its verb. If you admit one word, you may two. "I want you to very carefully repeat," etc.

**STANDARD TIME.**—1. Please explain "standard time" as used on our railroads. 2. How many changes in time from New York City to San Francisco, and on what meridians do they occur? 3. What is the difference in time between New York and San Francisco? 4. Why is the sun faster at some seasons and slower at others?

O. A. Z.

1. For the sake of convenience the United States has been divided into four districts—Eastern, Central, Mountain, and Pacific. The Eastern is, in its mean time, just five hours later than Greenwich, England. The mean time of each division is just one hour later than the mean time of the division immediately east of it. This is what is meant by "standard time" and the railroads run by it.

2. Three; to Central near  $82^{\circ}$ , to Mountain near  $102^{\circ}$ , to Pacific  $112^{\circ}$ . 3. Three hours. 4. The clock keeps the time of the sun moving along the equator; the real sun moves along the ecliptic. This we know is not clear; but it will be if you get a small globe and study the matter. The sun time is the time shown by the sun at any place; at a certain place in each division, sun time and clock time are the same. The difference between sun time at any place and the mean time of the division in which it is. If the place is east of the line on which clock and sun time are the same, its clock time is behind the sun time; if it be west of the line of mean time, its clock time is ahead of the sun time. Clock time is standard time.

**GEOGRAPHY BY OBJECTIVE METHODS.**—Will not the writer of the article on "Geography by Objective Methods" write an article on the State of Connecticut, or tell me where I can obtain the information. These articles are very helpful.

S. W. M.

You should have a geographical cyclopedia; if you have none, get your pupils to hold a "Cyclopedia Day," and charge ten cents admission. When the parents know the money will be spent for the benefit of the school, they will come every time. Then there are gazetteers of Connecticut in many farm-houses. Go to justices of the peace, postmasters, and any official persons and borrow one of these. Make up a set of drawers as spoken of in describing Ohio, and then begin to collect materials. It will take you all winter, it is true, but it will interest and educate wonderfully. Write us again.

**COLLECTING ITEMS OF INTEREST.**—We have acted upon the suggestion found in a recent number of your paper, viz.: that of collecting items of interest and forming them into a paper. The scholars are very much interested in it, and wish me to thank you for the idea. They enjoy your reproduction stories immensely, and are going to send you some.

L. C. H.

We hope thousands of teachers will act in this direction. There is a great field open here. When in Pittsburg we stepped into the class-room that had been occupied by Prof. Jackman (now in Cook County Normal School), and everywhere we saw left behind, the work of a genuine teacher. There were mines of valuable things that had been gathered, and arranged by pupils. Now we ask every one who reads this, "What will you leave behind?"

**LANGUAGE.**—What book will help me most in giving primary language lessons?

S. R.

Almost any book that furnishes you with ideas. Do you need a book? You walk and the pupils say, "She is walking"; they write it on their slates. This is at the foundation. Farther on you tell them a story about a bird and they reproduce it. But there are suggestion books. Write to all the publishers advertising with us, and ask them to send you circulars. For your two cents you will get a dollar back.

**HOW PIGEONS DRINK.**—Do pigeons drink the same as chickens—i.e., by filling the mouth with water, then holding up the head and letting it run down the throat?

E. O. C.

Really now, we don't know. We could only say on general principles, that they take their drinks in that way. If we had a school we should not spend a two-cent stamp on an editor who has a desk piled up with letters, and has got so much to do that he cannot sleep nights; we should ask one of the boys. Bless you, they will know, and it will do them good to tell you.

**RECITATION.**—1. Do you think it is better to have pupils stand or sit during recitation? 2. How can humming and whispering just before dismissal be stopped?

N. B.

1. Have them sit, and take it as easy and comfortable as possible. Then they can give their whole minds to the business in hand. 2. That is not such a bad thing, evidently they want to go home. Their parents make a bustle just before church is out. Don't worry over that matter. Why not sing?

**TEACHING MORALS.**—1. Would you teach morals and manners incidentally or have a special time for them, the same as for other school work? 2. Can such words as when, where, such, each, etc., be developed, or must they be abruptly told to young pupils? 3. What would you do with a pupil who is using a reader or arithmetic that you thought too difficult for him? I do not want to offend him!

A. M. C.

1. I would teach morals incidentally and at regular periods also; teach them all the way along in the right way, not by punishment. 2. There are some words that are learned by their connection with other words. "It is so pretty." A child three-years old learns to know what "so" means. Use such words; or, as you say, "tell" them. 3. He should go into a lower class—how to change him will demand ingenuity. Tell him he may go into both classes, the lower one for "review." If you review him pretty thoroughly, he will drop the higher class of himself.

**A. C. Bagnad of Ohio says:** "I think the teachers of the United States should rise up en masse and call you blessed for the work you are doing to advance the science and profession of teaching."

**Richard Park, of Indiana, says:** "I find the SCHOOL JOURNAL has more good in it to the square inch than any other paper on education."

## EDUCATIONAL NOTES.

MEETING OF NEW YORK SCHOOL  
COMMISSIONERS.

The thirty-fifth annual meeting of the school commissioners was held at Cortland, Nov. 6, 7, 8. Com. E. B. Knapp, presided. The first paper was by Com. Lusk, on "Patriotic Education." He urged that the American flag should float over the school-house while school was in session. It should be borne by the pupils when they walked in procession. The children should be taught the principles of the Declaration of Independence; a fac-simile of this should be on the walls of every school-room. On concluding his address, he presented a beautiful flag, and a fac-simile of the Declaration of Independence to the association. President Knapp responded in appropriate words.

Supt. E. N. Jones, Saratoga Springs, presented the subject, "Compulsory Attendance at School." He said "the need of a law to enforce the attention of children at school was growing more and more apparent every year. The bill offered to the legislature last year, must be offered again and its passage pressed."

Com. E. Reynolds, of Allegheny county, followed on the same theme. He would make non-attendance a crime, and have the child arrested.

It was discussed by Prof. Stout, who thought public sentiment would not support arbitrary proceedings, and by Prof. Barnes, who objected to modifying the law to suit the ideas of either legislature or governor. Commissioners Maxon and Sanford were appointed a committee on the subject.

In the afternoon the subject of "State Aid for Public Schools," was presented by Com. F. W. Knapp. California gives \$2 per capita; New York, 50 cents. More should be given to aid the country schools.

Com. Callanan presented the subject of "Trustees' Meetings in Towns." Meetings should be held annually or semi-annually, and the trustee paid for his time.

Prof. Sanford, Editor Chapin, T. B. Mackey, Prof. McLean, Com's Cook, Thayer, Horton, Smith, Haig, Sanford, and Lusk, all favored it; some difficulties were pointed out. In the evening a committee on redistricting the state was appointed: Com's [unclear] arber, and Haig. It was decided to hold the next meeting at Batavia on the second Tuesday of January.

Prof. Hoose offered a resolution approving of education in patriotism, which was unanimously passed. Remarks were made by W. E. Sheldon, Prof. Hoose, and Com. Sanford.

On Thursday morning the commissioners paid a visit to the Cortland Normal School. Addresses were made by W. E. Sheldon, Dept. Supt. Skinner, and Prof. Sanford.

Com. Stillman discussed the "Grading of County Schools." In the first district of Onondaga county this had proved a success.

Com. Nottingham pointed out the difficulties in the way. It was further discussed by Com's Wiswell (who employed it), Maxon, Lusk, Smith (Orleans), Mackey, Aldridge, Knapp (Tompkins), Horton, and Prof. Hawkins. All were much in favor of it.

Editor A. P. Chapin presented the subject of "Free Text Books." It would be more economical and remove difficulties. Com. Kenney, Supt. Foster, and others spoke in its favor.

"The Township System" was the subject of a report made by Prof. Sheldon, of the committee appointed last year. He gave the draft of a bill to be presented to the legislature. The report was adopted, but not unanimously.

Com. Mackey presented the subject, "What Qualifications the Law Should Require of School Commissioners." He should be a man of integrity, good common sense, and have good executive talents; be well educated, of pure moral character and love his work. He reported that all but two have been practical teachers.

Com. Douglass thought the salaries should be increased; Com. Horton, that they should be fitted for their positions as much as teachers; Com. Van Hosen, that experience as a teacher was as valuable as education; Com. Smith (Orleans), that education and experience were needed; Com. Burr, that no legislation was needed; Supt. Snow, that the people would elect the best man.

Supt. Taylor, of Canandaigua, favored the union of all the educational associations of the state.

In the evening Dept. State Supt. Skinner delivered an address on the educational work of the state. He gave interesting statistics and details. It was listened to with interest, placing as it did the whole subject before the commissioners.

In the evening a reception was given to the commissioners by Dr. Hoose and his faculty.

On Friday morning a paper was read by Com. Cropsey, on "State Aid for Public Schools." It was decided to ask for an increase of the district quota.

Dr. Hoose read a paper on the "Qualifications for Admission to Training Classes in Union Schools and Academies."

The committee on Legislation was appointed: Com's Lusk, Sanford, Maxson, Callanan, Smith (Orleans), Jones, and Finley.

On Relating the Schools: Com's Knapp, Horton, Hawkins and Prof. Sanford.

Com. Swift was elected president, Com. Callanan and Miss Griffin, secretaries.

## THE N. E. NORMAL COUNCIL OF EDUCATION.

A year ago the New England Normal School Teachers' Association adopted the following plan for securing greater continuity and efficiency in its work:

Its object to be the consideration and discussion of educational questions concerning the work of the normal schools. There will be seven standing committees, each consisting of five members. The titles, topics, and numbers are as follows:

I.—ON ORGANIZATION AND MANAGEMENT OF NORMAL SCHOOLS.—Sub-topics: (1) Courses of Study; (2) Classification; (3) Order of Exercises, or Program; (4) Assignment of work to Teachers; (5) Admission; (6) Discipline; (7) Promotion; (8) Graduation; (9) Examinations for Admission, Promotion, and Graduation.

C. C. Rounds, Plymouth, N. H.; E. H. Russell, Worcester, Mass.; T. J. Morgan, Providence, R. I.; Edward Conant, Randolph, Vt.; A. F. Richardson, Castine, Me.

II.—ON SCIENCE AND ART OF EDUCATION.—Sub-topics: (1) Study of Man, (a) Physiology, (b) Psychology; (2) Principles of Education; (3) Art of Teaching.

J. C. Greenough, Westfield, Mass.; Rebecca Jones, Worcester, Mass.; Ellen M. Dodge, Salem, Mass.; Geo. E. Purinton, Farmington, Maine; A. H. Campbell, Johnson, Vermont.

III.—ON MATHEMATICS.—Sub-topics: (1) Course of Study in Elementary Schools; (2) Course of Study in Higher Schools; (3) Relative Value of Arithmetic, Geometry, and Algebra in Elementary and in Higher Schools; (4) Methods and Means of Teaching the Different Subjects.

W. J. Corthell, Gorham, Maine; Clara M. Colcord, Providence, R. I.; Amelia Davis, Framingham, Mass.; Ellen L. Ferrin, Randolph, Vt.; W. D. Jackson, Bridgewater, Mass.

IV.—ON SCIENCES.—Sub-topics: (1) Course of Study in Elementary Schools; (2) Course of Study in Higher Schools; (3) Methods and Means of Teaching the Subjects.

A. C. Boyden, Bridgewater, Mass.; Chas. F. Adams, Worcester, Mass.; Chas. E. Adams, Salem, Mass.; F. W. Staebner, Westfield, Mass.; A. B. Morrill, New Britain, Conn.

V.—ON LANGUAGE.—Sub-topics: (1) Grammar; (2) Composition; (3) Rhetoric; (4) Foreign Languages; (5) Reading and Orthography; (6) Elementary Language; (7) Drawing and Writing.

Ellen Hyde, Framingham, Mass.; Katherine H. Shute, Boston, Mass.; Helen L. Story, Johnson, Vt.; F. H. Kirmayer, Bridgewater, Mass.; H. W. Brown, Worcester, Mass.

VI.—ON HISTORY AND CIVIL GOVERNMENT.—Sub-topics: (1) Course of Study in Each Subject in Elementary Schools; (2) Course of Study in Each Subject in Higher Schools; (3) Methods and Means of Teaching Each Subject.

D. B. Hagar, Salem, Mass.; Mary P. Foskett, New Britain, Conn.; Caroline J. Cole, Salem, Mass.; Grace J. Haynes, Gorham, Maine; Caroline W. Mudgell, Plymouth, N. H.

VII.—ON PRACTICE DEPARTMENTS.—Sub-topic: Organization and Use of Model and Practice Schools.

C. F. Carroll, New Britain, Conn.; Ellen A. Williams, Framingham, Mass.; Alice P. Winchester, Johnson, Vt.; Elvira Carver, Westfield, Mass.; Julia W. Swift, Farmington, Maine.

At the meeting held in Boston, Friday the 15th, the first and fourth topics received consideration, the very complete reports of Mr. Rounds and Mr. Boyden affording a basis for a thorough discussion.

This meeting was one of the most profitable ever held by the normal teachers, and the present plan of work gives promise of solid results.

The next meeting will be held the third Friday in April. Mr. A. G. Boyden, of Bridgewater, was elected president.

TRAINING schools in cities and counties are sure to become more numerous every year. Miss O. A. Evers, of Minneapolis, finds that not only are her pupils deeply interested, but teachers are writing for aid. She has a class of forty in "mind studies." We again urge the founding of "training schools."

## NEW YORK CITY.

The exhibition of the Antoine-Louis Barye collection, and the loan collection of pictures accompanying it, will be open to the public to-day. A collection of Barye's works is exhibited at the American Art Association rooms, to aid the Barye Monument Association, of which Mr. William T. Walters, of Baltimore, is president. A collection of pictures has been added, confined to works of contemporaries of Barye—Corot, Daubigny, Diaz, Decamps, Dupre, Delacroix, Millet, Rousseau, Troyon, and Gericault. So complete and representative a collection of the examples of these masters has never been made before.

The main gallery is crowded with bronzes by Barye, both miniatures and life-size objects representing animals in action. In the center of the room is a large plaster cast duplicate of a lion and serpent, loaned by the Metropolitan Museum of Art, and hanging in a conspicuous place is a picture of Barye by Bonnat. On the walls are water-colors by Barye. The cast of the lion and serpent was presented to the Metropolitan Museum of Art, by the French government. The works of Barye exhibited number 526, including examples in bronze, wax, plaster, water-colors, and monochrome.

The famous picture of "The Angelus," on the wall of the third floor, is hung with silk plush drapery of old red color. In the middle of the expanse of red, is this wonderful picture, only 18 by 18 inches, costing, it is said, \$116,000. The loan collection of pictures numbers 105. Here are Millet's "Potato Harvest," "Flax Breaking," "The Sheepfold," "The Sower," "Sheep Shearing," "The Planters;" Corot's "Martyrdom of St. Sebastian," and many other wonderful pictures.

In this city during the last five years the average attendance in the public schools has changed from 122,822 to 134,248, an increase of 11,426. During the same period the seating capacity of the public school buildings has increased 35,982, or more than three times the increase of average attendance. The total number of pupils refused admission to the public schools in 1888 was 7,470, in 1889 it was 14,085. The apparent contradiction between the facts that so many children have been rejected, although the seating capacity has been increased so greatly, arises from the fact that the resident population of the city is greatly diminishing in certain localities, leaving a large number of school buildings partly empty, while in certain other localities the growth of population greatly outstrips the school accommodation provided.

THE mayor sent in to the board of education his seven new appointments of members to serve for three years. They are Mrs. Mary Nash Agnew, James W. Gerard, Eugene Kelley, Randolph Guggenheim, William Lumis, Charles B. Hubbel, Mrs. Clara M. Williams. It will be seen that he declined to re-appoint Miss Grace Dodge, a great disappointment to a large number of the best citizens.

It is plain, from the annual report of the Jamestown, N. Y., public schools, that manual training has become an established feature; it is heartily endorsed by the board; they have tried the "fetish" for fifteen years. This board urge upon the teachers to found their methods of teaching upon the basis of character-study and character-building. Show us another report that does this. *Progress*, in its broadest sense, seems to be the aim in the Jamestown schools.

THE cost of producing a newspaper can never be explained to an outsider. Such a one thinks he can have a "notice" for nothing; that the proprietors like to give these. Not long since a clergyman, the father of a missionary, sent a notice of a marriage to a religious paper, and with it two dollars. You see this man surmised that it cost money to run that paper; he was right. Now when the printer, the compositor, and all were paid, there was but a little profit out of that \$2—possibly 25 cents.

A GOOD teachers' bureau, like the NEW YORK EDUCATIONAL BUREAU, often finds some teacher of remarkable ability in a place wholly unsuited to him. Sometimes a school-board thinks "he will not move if we cut down his salary \$100." Without the aid of the Bureau he must often submit. Teachers so situated should address, with stamp, HERBERT S. KELLOGG, Manager, 25 Clinton Place, New York.

Hood's Sarsaparilla cures catarrh by expelling impurity from the blood, which is the cause of the complaint. Give it a trial.

## BOOK DEPARTMENT.

## NEW TEXT-BOOKS.

**TOPICS IN GEOGRAPHY.** By W. F. Nichols, A. M. Boston: D. C. Heath & Co. 174 pp. 50 cents.

These topics were prepared originally for use in the author's school-room, and are in every sense the product of an experienced teacher. Their aim is an extensive one: to increase the value of geographical study, while it shortens the time usually spent upon it. The book shows what to teach and what to omit;—it gives a brief outline for the scientific study of any continent as based upon structure or slope,—presents the whole subject by topics,—deals sparingly or not at all in statistics, but teaches all areas by comparison, and makes prominent the natural curiosities and wonders of the country, which is always fascinating to pupils. One marked feature, and an excellent one, is the combining of language and geography, and for this purpose a language course is given for the primary grades, which by succession is preparatory for the regular work in geography. There are eight grades represented, which make the book and its work adapted to most of the public schools. The entire work is eminently practical, and teaches geography in the most sensible manner. Beginning at home, the pupils tell what streets are crossed on the way to school, where they lead, their points of compass, etc. The common fruits and grains are taught,—how they grow, how they are used and made into foods. Native trees and woods are taught,—and the characters and uses of the common domestic animals. Appropriate lessons are called for in regard to rain and rainy days, clouds, leaves, pebbles, and a great variety of other subjects equally instructive and pleasant. As the grades advance the work corresponds in advancement, but never loses its interest. It covers the whole subject.

**THE DISTINCTIVE IDEA IN EDUCATION.** By Rev. C. H. Hulbert, D.D. John Alden, publisher, 398 Pearl street, New York. 33 pp. 5 cents.

**TEACHING SCHOOL-CHILDREN TO THINK.** By George W. Newcomb, Ph.D. New York: D. Appleton & Co. 22 pp.

The first of these pamphlets is No. 396 of the "Elzevir" library. It emphasizes the principle that education is discipline, instead of mere acquisition of knowledge. The style is clear and vigorous, and the logic convincing.

Dr. Newcomb tells what must be done to meet the common objection that the children in our public schools are not sufficiently "taught to think." Teachers will find plenty of material for thought in the few pages of this essay.

**HISTORY OF THE UNITED STATES OF AMERICA DURING THE FIRST ADMINISTRATION OF THOMAS JEFFERSON.** By Henry Adams. Volumes I and II. New York: Charles Scribner's Sons. 446 pp. Each volume, \$1.00.

A glance at these two volumes of history, by Mr. Adams, is sufficient to convince the reader of the ability of the author. The style is admirable:—clear, simple, and yet elegant. The materials to which Mr. Adams had access, are such as have not been at the disposal of any other writer, and that fact adds a new charm to this piece of American history. The first volume consists of seventeen chapters, and discusses some most important subjects. Among other topics treated are:—"Intellect of New England,"—of the Middle States, and of the Southern States,—"American Ideals,"—"The Inauguration,"—"The Annual Message,"—"Legislation,"—"The Spanish Court,"—"The Retrocession,"—"Toussaint L'Ouverture,"—"Closure of the Mississippi," and "Monroe's Mission." The second volume opens with the "Rupture of the Peace of Amiens," followed by "The Louisiana Debate,"—"Claim to West Florida,"—"Louisiana Legislation,"—"The Yazoo Claims,"—"Pinckney's Diplomacy,"—"Monroe and Talleyrand,"—"Relations with England,"—"Jefferson's Enemies,"—"England and Tripoli,"—these, with many other valuable subjects, fill the pages of the second volume. A well-executed map of the coast of West Florida and Louisiana, and a full index are also given.

**PASSAGES FOR PRACTICE IN TRANSLATION AT SIGHT.** Part IV.—Greek. By John Williams White, Ph. D. Boston: Published by Ginn & Co. 181 pp. 90 cents.

This volume is one of a series, published in four parts, and contains extracts from Demosthenes, Plato, Xenophon, Herodotus, Thucydides, Homer, Euripides, Sophocles, Aristophanes, and Aeschylus. These passages are adapted to the use of sophomores who are candidates for second-year honors in classics. The phrase "Translation at Sight," in the title of the volumes of this series, was chosen advisedly. The books are designed for the classroom, and it is intended that the teacher shall make translation the final test of the accuracy with which the student has read. The method outlined in the Introduction requires the passage to be read without translating; and if the passage is properly adapted to the pupil's stage of advancement, it will be found entirely practicable in the class-room. In order to appreciate fully the extracts given in this book, the student should have some knowledge of the author, his life, the times in which he wrote, the field of his literary activity, and his works. These facts can be obtained from a short list of books given which may be consulted, and which will serve a good purpose for the average student. The book is well bound, and the type clear.

**VIRGIL'S AENEID, TRANSLATED LITERALLY. LINE BY LINE, INTO ENGLISH DACTYLIC HEXAMETER.** By Rev. Oliver Crane, D. D. New York: The Baker & Taylor Co., 740 and 743 Broadway. 238 pp. \$1.75.

In the version, here attempted, of Virgil's *Aeneid*, a latitude, both in the scope and structure, but not in the rhythm, has been designedly taken; but, in order to secure the requisite supply of spondees in a literal rendering, the Latin forms of proper names occurring have been uniformly retained. For obvious reasons also, the synonymous used by Virgil himself to designate prominent nationalities, have been scrupulously retained in this version, and it has been the constant aim, to preserve, as far as practicable, Virgil's word-pictures, as well as the nice distinctions in the frequently recurring synonymous terms, where the English would admit, but where it failed to supply exact correspondences of words, equivalents have been

employed. This wonderful poem is acknowledged to be "the most regular, finished, and uniformly sustained poem of its class. It is the perfection of art."

**CHAMBERS' ENCYCLOPEDIA.** A Dictionary of Universal Knowledge. New Edition. Vol. IV. Dionysius to Friction. William and Robert Chambers. London and Edinburgh. J. B. Lippincott Co., Philadelphia. 228 pp. \$2.00.

This volume of Chambers' Encyclopaedia includes some special American copyright articles, of which the most notable are those on "Ralph Waldo Emerson," by Oliver Wendell Holmes, and on "Benjamin Franklin," by John Bigelow. There is a full two-page map of the District of Columbia, exceedingly clear and fine, and one equally good of England and Wales,—and an especially well-prepared map of Europe, including a Physical map also. There are in this volume, some noteworthy articles, especially those on "English Literature,"—"Free-Trade,"—"Folk-Lore," "George Eliot,"—"The Ear,"—"Egypt," an extended article on "Europe," and many others,—all good. The clear type and fine illustrations make the revised Chambers' Encyclopaedia exceedingly satisfactory, while its low price brings it within the reach of all. We heartily recommend the new edition of an old friend to those who want a full cyclopaedia and yet cannot afford to pay the price of the *Britannica*.

**THE POWER AND AUTHORITY OF SCHOOL OFFICERS AND TEACHERS: IN THE MANAGEMENT AND GOVERNMENT OF PUBLIC SCHOOLS AND OVER PUPILS OUT OF SCHOOL, AS DETERMINED BY THE COURTS OF THE UNITED STATES.** By a Member of the Massachusetts Bar. New York: Harper & Brothers, Franklin Square. 181 pp.

This collection of decisions, bearing upon the powers and authority of school officers in the management and government of public schools, is the result of a careful examination of reported cases in the several states. The need of this book has long been felt and acknowledged, and its publication urged by many teachers eminent in their profession. The book, though small, is sufficient in plan and scope, and embodies more law than any other. It has been the plan of the compiler to fully state the facts upon which each case arose and was determined, and the opinion of the court. The main topics discussed are, General Powers of School Officers,—What is a Reasonable Rule?—Rule as to Tardiness and Absence,—Rules Concerning Studies,—Rules in Open Cases,—Suspension and Expulsion,—Rights and Powers over Pupils for Acts Committed Out of School,—Corporal Punishment. These topics are all accompanied by decisions from many of the states. There are many other important and interesting points discussed, followed by four Appendices, giving the State Laws in relation to powers of school officers,—to suspensions and expulsions,—to powers of teachers, and to insults to teachers. As this book is the result of much experience on the part of a school officer, it will be thoroughly appreciated and valued.

**THE NEW ELDORADO: A SUMMER TRIP TO ALASKA.** By Maturin M. Ballou. Boston and New York: Houghton, Mifflin & Co. \$1.50.

This journey is described in that pleasant, easy, chatty fashion which distinguishes the author's other books of travel; and carries also the added interest which invests a domain that is at once our own country, and yet comparatively new and strange to its owners. Mr. Ballou fulfills admirably that condition of intelligent receptiveness that comes not of ignorance, but of knowledge. He exemplifies that truth which he aptly recognizes in his preface, saying: "If we would benefit by travel we must take with us an ample store of appreciative intelligence. Keen observation is as necessary to the traveler as are wings to an albatross. Careless, half-educated individuals, sent upon their travels to learn, had better first learn to travel. Above all let us first become familiar with the important features of our own beautiful and wide-spread land before we seek foreign shores; especially as we have on this continent so much of unequaled grandeur."

**THE NEW PANDORA: A DRAMA.** By Harriet H. Robinson. New York and London: G. P. Putnam's Sons.

This is a long poetic drama, mostly in blank verse—well printed on heavy paper, and tastefully bound in cloth and gilt—dealing with emblematic and mythological characters, some of whom are familiar, while others appear in the entirely new relations called for by the drama. One can say of the book from a cursory reading, that it has many passages of good, strong, plain, common-sense English; and bright ideas in correct metrical form.

**RECOLLECTIONS OF THE COURT OF THE TUILLERIES.** By Madame Carette, Lady-of-Honor to the Empress Eugenie. Translated by Elizabeth Phipps Train. New York: D. Appleton & Co. Paper covers, 50 cents.

These recollections extend from the journey of the Emperor Louis Napoleon and the Empress Eugenie to Britany on the 8th of August 1858 to the days of the cholera epidemic in 1865; and describes much of the inner social life of the court, dwelling particularly, and in a somewhat laudatory manner, upon the goings and comings, the sayings and doings of the Emperor and Empress. The book will be of special interest to those who desire to gather as many side-lights as possible upon this period of French history.

**THE ESSENTIALS OF METHOD.** A Discussion of the Essential Form of Right Methods in Teaching, Observation, Generalization, and Application. By Charles De Garmo, Ph. D. Boston: D. C. Heath & Co. 119 pp. 50 cents.

In this small volume, Professor De Garmo shows the proper methods of teaching. He has divided the theories of teaching into two classes: (1) That which regards the soul as a germ, containing by involution that which it is to become by evolution,—a self-active power which seizes upon its surroundings, appropriates what is useful for the development of its predetermined form and content;—and (2) that theory which regards the mind at any given stage of its development, as a resultant of the manifold forces of its environment, as a product more externally than internally produced. The first of these views may be called the germ theory of education; the second, the architectural theory. The body of the book is divided into three parts,—again divided into chapters, sub-divided into paragraphs. Part I. treats of the subject from a "Psychological Basis," giving "The Individual Notion," "The General Notion," and "Anticipation; or Assimilation of Knowledge." Part II. gives the "Necessary Stages of Rational Methods," including "Apperception of Individual Notions,"—"Prep-

aration,"—"Presentation,"—"Law of Successive Clearances,"—"The Series,"—"Transition from Individual to General Notions,"—"Specific Considerations,"—"The Return from General to Individual Notions,"—"Methods,"—"Wholes,"—and "Relation of So-Called 'Methods' to the Essential Forms." Part III. introduces "Language,"—"Arithmetic,"—"Reading,"—"Geography," and "History." The function of this valuable little volume, is to discover, through an analysis of the mental activities involved in knowing, what the essential elements of a good method are.

**OFF THE WEATHER BOW ON LIFE'S VOYAGE.** By Elizabeth N. Little. New York: White & Allen.

This elaborate portfolio of some thirty views (bound in book shape) in sepia tints, shows scenes at sea and along the shore; fishermen's cottages; light-houses; boats at anchor; nets; sails and yards; accompanied by appropriate selections of verse, with lettering described in sprays of sea-moss fantastically arranged, aided by further decorations, borders and vignettes of rope-work, mosses, and "sea-suggesting pines." The cover title, composed of bits of rope and fragments of anchor-chain, is particularly inviting, and salty with the nautical flavor so dear to many, and which renders the book so acceptable a holiday volume.

**THE TEACHERS' PROFESSION** is a new eight-page paper issued monthly, by E. L. Kellogg & Co., of New York and Chicago. Price, 30 cents a year.

The aim of this journal is to place teaching on a professional basis. It lays out a course of study and gives questions and answers. These questions are the ones prepared by the New York state department of public instruction, and which have attracted so much attention. A teacher who will follow the plan laid down in this paper cannot but advance.

## ANNOUNCEMENTS.

A. C. McClurg & Co.'s recently published book, "Opening an Oyster; a Story of Adventure," by Charles L. Marsh, is an account of two young men who started out from New York to visit forty specified cities.

**LEE & SHIPARD** publish a charming souvenir, "A Happy New Year to You," the cover of which is decorated with the "lucky horse shoe."

The SCRIBNERS have brought out in pamphlet form, Prof. C. A. Briggs' address before the Union Theological Seminary, in September last.

**CASSELL & CO.'S** recent book, "The Lost Inca," is a story of Peruvian life, giving descriptions of scenery, manners, etc.

**HOUGHTON, MIFFLIN & CO.** publish "Standish of Standish," a story in which the famous Captain of the Plymouth Colony is the leading figure. It was written by Mrs. Jane G. Austin.

**LONGMANS, GREEN & CO.** are about to publish an authorized life of Cardinal Lavigerie, the primate of Africa, which will contain a full statement of the means by which he proposes to check the slave trade.

**WHITE & ALLEN** have just issued a superb copy of Richard Brinsley Sheridan's "The Rivals," illustrated by Mr. Frank M. Gregory, late secretary of the Salmagundi club.

G. P. PUTNAM'S SONS announce: "Thomas Jefferson's Views on Public Education," by John C. Henderson; also a "Heroes of the Nations Series," in which the early volumes treat of Pericles, Nelson, Theodoor, Charlemange, Gustavus Adolphus, Alexander the Great, Hannibal, Cicero, Henry of Navarre, and Bismarck.

T. Y. CROWELL & CO.'S "Metzgerott, Shoemaker" is a story in which is presented a plea for Christian socialism.

**MACMILLAN & CO.** have added "Lord Strafford," by H. D. Traill, to their "English Men of Action" series.

**HARPER & BROTHERS** issue a life of "Martin Van Buren," by George Bancroft.

**DE LOHROP COMPANY** bring out "Babyland for 1889," which will be in great demand for the next few weeks.

**ROBERTS BROTHERS** have published Miss Susan Coolidge's book, "Just Sixteen," containing that number of her charming sketches, written chiefly for girl readers.

"THE BEACON LIGHTS of '3000' years" is the name of a pamphlet by the Uncle Ben Publishing Co., N. Y. It consists of extracts from the writings of the most famous men in the world. They are texts from all sources, and are wonderfully well selected. Price 25 cents.

## MAGAZINES.

In the November *Century* Mark Twain has a sketch entitled, "A Connecticut Yankee in King Arthur's Court," whose quaint descriptions forcibly show what they had to do without in that primitive age. The biography of Joseph Jefferson begins in this number. The Lincoln history treats of the surrender of Lee, and other events near the close of the war. In this biography may be found the most absorbing history of the "great conflict."

In the November *Chautauquan* the articles that will especially claim the attention of teachers are: "The Cause of Geographic Conditions," by Prof. N. S. Shaler; "The Uses of Mathematics," by Prof. A. S. Hardy, Ph.D.; "The Story of No Man's Land," by John R. Spears; and "The Modern Thermometer," by Ernest Ingerson.

The frontispiece of the November *Magazine of American History* is a new portrait of Charles Carroll, of Carrollton. "Some of the Beginnings of Delaware" gives an account of the settlement of Wilmington by the Swedes.

Paul Du Chaillu, that rambler through African jungles, is described in the November *Book Buyer*. Mr. Du Chaillu was a French Huguenot, born in New Orleans in 1857. Liberal selections are published in this number from the letters and journals of Louisa M. Alcott.

All admirers of Goethe will want to read the description, in the November *Scribner's* of his house at Weimar. The illustrations are from the first photographs taken since the house was thrown open.

In the November *Atlantic*, Woodrow Wilson analyses the character of democracy, and points out some perils to which our country is exposed. Students of colonial history will find much that is valuable in Mr. Scott's article on "The French in Canada." Charles Francis Adams writes about "Allston and his Unfinished Picture" the subject of which was "Daniel interpreting to Belshazzar the Writing on the Wall."

In the November *Forum* is a remarkable article by Thomas G. Shearman on "The Owners of the United States," which shows that the country is actually owned by less than one in every sixty of the male population. There is a greater concentration of riches here than in any other country. "American Rights in the Bering Sea," "Public Opinion and the Civil Service," "The Cost of Universities," and "Industrial Co-operation in England," are other timely articles.

## ABOUT BIRDS.

A bird was killed at North Sterling, Conn., a few days ago that the hunter thought was a blackbird until he examined it. It unmistakably was a robin, but it was of a jet black hue, except that a few feathers on the breast were red. No one in Connecticut had ever heard of a black robin before.

A partridge flew through a window into a house in Webster, Mass., and fell into a kettle of hot water on the stove. It managed to rise, and sailing round the room went out again, crashing against a neighbor's house. When picked up it was found that all the feathers had been scalded off, and that it was ready to be placed on the gridiron.

The greatest of all birds is the royal condor of South America. It makes its home in the Andes, never below an altitude of 10,000 feet. Formerly the most extravagant stories were told of it. Marco Polo said it could lift an elephant high enough in its claws that the fall would kill it. Humboldt first accurately studied its habits. Its greatest expanse of wing is only fourteen feet. It is a great scavenger, and when full fed or gorged is so stupid that it can be captured by hand. The only noise it makes is a hissing like a goose.

All who have visited Central Park, New York, must have noticed the graceful black swans sailing about on the picturesque little lake. While taking a ride in one of the boats recently, the boatman pointed out a nest on a rock that formed an island only a few feet in area. At that time the male bird was taking his turn at the nest while the female bird was sporting in the water adjoining. The boatman said they relieved each other almost as accurately as if they were timed by the watch.

The raven has great cunning. A lady who once owned one, declared that it was possessed by an evil spirit. It used to walk behind her, so that she could not see it; for when she turned round the raven hopped round too; and kept himself completely out of her sight. At last it became so mischievous she had to send it away.

A recent visitor to Constantinople says that the very storks seem to have become Ottoman, for they sit solemnly on the houses and manage their beaks as if they were pipes. It is true they wear no turbans, but each seems to have left a large sized turban—his nest—on the roof close by.

## ABOUT FISHES.

Two boys found a 200 pound sturgeon in a shallow pool in Naugatuck river, just below Ansonia. They slipped a rope over its tail, and pulled the fish out on the bank. Fish come up the Housatonic river, and are stranded by the receding tides. Bass and salmon, weighing from 25 to 50 pounds, are frequently caught in the same way.

One of the most dreaded monsters of the sea is the octopus or "devil fish." It is related that two fishermen in Conception bay passed near what appeared to be a floating bale of goods. One of them struck it with a boathook, when it opened like a gigantic umbrella without a handle and a huge head, with a long, curved beak, raised itself from the surface. The monster flung at them a tentacle thirty feet long, which went far beyond the boat or they would have been engulfed. One of the men severed it with a hatchet, when the octopus darted swiftly backward, and was lost to sight amid the ink discharge with which it darkened the waters.

Among the most curious of fishes is the blind fish of the Mammoth cave, Ky., found in a body of water known as the Dead sea. This fish has scales, but the embryonic eyes are not susceptible to light.

The Indians living on the northern rivers of South America capture electric eels by driving herds of wild horses into the streams inhabited by them. The eels expend their electric powers on the animals, and are then speared without risk or inconvenience to the fishermen. After five or six discharges the eel is exhausted, and needs a period of rest before he can again exercise his peculiar energy.

## CHRISTMAS CARDS BY MAIL.



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What city is called "Little Paris"? Milan, Italy, from its resemblance in point of gayety to the French capital.

In what cities are there no elections held? Washington and Georgetown, D. C. The district is under control of Congress, but has no representatives; and its municipal affairs are regulated by three commissioners appointed by the president.

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